

# Senior High School Curriculum Guide

for

## HEALTH and PERSONAL DEVELOPMENT

GRADE 10

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## FOREWORD

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This edition is the result of successive revisions of the various experimental courses in Health and Personal Development. Distinguishing features between the present edition of the course and the 1951 edition are as follows:

1. The course at each grade-level consists of nine units instead of the previous five. Since the portion of the program dealing with Health requires approximately half the total time, it has been revised and rearranged into five units rather than one.
2. The former four-column grid pattern has been simplified. There are now two columns.
3. In order to help the teacher follow the developmental aspects of the program, charts of objectives and content material have been included in the introduction.
4. The present edition has activities matched with specific topics.
5. Each unit is prefaced by a point of view, specific objectives, a list of references and an outline of the areas dealt with in the unit.
6. The point of view for each unit contains a statement of general philosophy followed by suggestions for treatment at each grade-level and is repeated before the appropriate unit in each grade.
7. The bibliography has been revised to include primary, secondary and general references, and basic references for teachers.
8. An appendix has been included listing the films and filmstrips that will be found useful in offering the program.

In revising the course the members of the subcommittee attempted to develop a program that would be suitable for use as a basic outline in every school situation. This arrangement of material should provide each teacher with the opportunity to adapt the course outline to local needs. It is intended that the course as presently arranged for Grades VII and VIII will undergo little in the way of further revision. For Grades IX and X the present edition can be considered as interim only.

As in all other courses, the success of Health and Personal Development will depend to a great degree upon the ability of the teacher to work towards the realization of the specific objectives.





# ACKNOWLEDGMENT



The Department of Education acknowledges with appreciation the contributions of the following committee members for the preparation of this Senior High School Curriculum Guide for Health and Personal Development. The guide has been prepared by subcommittees on Health and Personal Development under the guidance of the Senior High School Curriculum Committee.

## Senior High School Committee: as of 1952-53

M. L. Watts.....	Director of Curriculum (Chairman)
A. B. Evenson.....	Associate Director of Curriculum
A. A. Aldridge.....	Supervisor of Guidance
G. F. Bruce .....	Director Correspondence School Branch
T. C. Byrne.....	High School Inspector
H. D. Cartwright.....	Principal, Crescent Heights High School, Calgary
Dr. E. J. M. Church.....	Supervisor, Teachers' Service Bureau
G. R. Conquest.....	Director of Secondary Education and Guidance for Edmonton Public Schools
Dr. H. T. Coutts.....	Professor, Chairman, Division of Secondary Educa- tion, University of Alberta
C. B. Johnson.....	High School Inspector
J. P. Mitchell .....	Supervisor, Industrial Arts
C. Mowat.....	High School Inspector
Dr. A. W. Reeves.....	High School Inspector
H. T. Sparby.....	Associate Professor, University of Alberta
D. M. Sullivan.....	Registrar, Department of Education
H. C. Sweet.....	High School Inspector
F. L. Woodman.....	Principal, Western Canada High School, Calgary

## Subcommittees on Health and Personal Development, 1951-52

### 1. Advisory Subcommittee on Health

A. A. Aldridge.....	Supervisor of Guidance (Chairman)
Miss Rae Chittick.....	Associate Professor, Faculty of Education, Calgary
Miss H. P. Christofferson.....	Assistant Supervisor of Guidance
Miss C. Douglas.....	Assistant Supervisor, Physical Education Division, Edmonton Public School Board
C. C. Evoy.....	Director, Public Health Education, Department of Health
Mrs. J. D. Newton .....	Alberta Federation of Home and School Associa- tions
J. B. Taylor .....	Teacher, McCauley Junior High School, Edmonton
Dr. M. Van Vliet .....	Professor, Physical Education Division, University of Alberta

## **2. Working Subcommittee for Health**

Miss Rae Chittick.....	Associate Professor, Faculty of Education, Calgary (Chairman)
W. J. Hackett.....	Teacher-Counselor, Central High School, Calgary
Miss O. Jagoe.....	Teacher, University Demonstration School, Calgary
J. B. Taylor.....	Teacher, McCauley Junior High School, Edmonton

## **3. Personal Development Subcommittee**

Miss H. P. Christofferson.....	Assistant Supervisor of Guidance (Chairman)
A. A. Aldridge.....	Supervisor of Guidance
T. E. Bailie.....	Teacher-Counselor, Hillhurst Junior High School, Calgary
J. H. Blocksidge.....	Principal, Junior High School, Wetaskiwin
Mrs. D. Boucher.....	Teacher-Counselor, Langevin Junior High School, Calgary
L. J. Garrett.....	Teacher-Counselor, King Edward Junior High School, Edmonton
G. S. Grant.....	Guidance Officer, Alexandra Composite High School, Medicine Hat
A. E. Henderson.....	Teacher-Counselor, Victoria Composite High School, Edmonton
J. W. James.....	Teacher-Counselor, Western Canada High School, Calgary
V. J. Maloney.....	Teacher, Ponoka High School, Ponoka
Mrs. J. D. Newton.....	Alberta Federation of Home and School Associa- tions

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# INTRODUCTION

## I—THE COURSE IN HEALTH AND PERSONAL DEVELOPMENT

### Nature of the Course

The course in Health and Personal Development is an attempt to incorporate into one program the principles of health education and the various aspects of group guidance that can properly be offered in the classroom situation.

### Reasons for Offering the Course

The reasons for offering this course are twofold; (1) to give the student information which he, as an adolescent, needs to have, and (2) to provide an organized group guidance program.

#### (1) Information

The course is organized in such a way that the student acquires valuable information in the following areas; (a) health, (b) mental hygiene and adolescent psychology, (c) group relationships, (d) choice of a career, (e) achievement in school.

(a) *Health*.—The student gains much important information about physiological growth and development, and particularly that which occurs during early adolescence. He gains useful knowledge of the body structures and their functions. He also learns of some of the great discoveries which have led to improved standards of health, and he comes to appreciate the use of scientific methods in the fight against communicable diseases. He learns enough about nutrition so that he can choose a well balanced diet. And, finally, he secures important information about federal and provincial health services.

(b) *Mental hygiene and adolescent psychology*.—The student is made aware of the underlying principles of sound mental health, and is encouraged to apply these principles in his everyday living. He is also introduced to the elements of adolescent psychology so that he can better understand his own feelings and actions.

(c) *Group relationships*.—Information in this area is closely related to (b) above. But because, during adolescence, groups become very important in governing the child's behavior, special care has been taken, in this course, to give the student information about adolescent group relationships.

(d) *Choice of a career*.—The course provides opportunities for the student to obtain information on various jobs and vocations. This information includes both the opportunities offered by the various jobs and vocations, and the kinds and degrees of ability required to be successful in them. The student is shown how to assess objectively his interests, attitudes and abilities. Then, with this new gained knowledge he can decide upon either one or a number of jobs or vocations for which he is well suited. Consequently he can plan his school career with much more assurance that he is on the proper track.

(e) *Achievement in school*.—The course offers specific instruction in the ways in which the student can improve his study techniques.



It also places in the student's hands information which will enable him to discover his inabilities, diagnose his difficulties and make better progress in his school subjects.

## (2) Group Guidance

Group guidance in the program of Health and Personal Development has three main functions. First, it provides experiences through which the students are led to use the information, outlined above, in interesting and useful ways. Second, it causes the student to make a keen and searching self-analysis, so that he may not only realize his capabilities and make the most of them, but also recognize his limitations and learn to live with them. Third, group guidance fosters in the student wholesome attitudes toward himself, his society and his work.

Group guidance has the same purpose as individual guidance. In group guidance, however, a number of persons come together to discuss a problem common to all of them and of urgent concern to each of them. These people are led in their discussion by a wise counselor who helps them define their problem and reach a satisfactory solution. Some of the problems common to a group of children in junior high school might be; educational and occupational opportunities and requirements, making adjustments to society and to smaller, informal groups, problems of personal growth, the employment of leisure time, and accommodating oneself to a new school situation.

## General Objectives of the Course

Through successful teaching in this course students should be encouraged:

1. To acquire a sound understanding of the factors affecting physical growth and development;
2. To establish good health practices based on scientific knowledge;
3. To develop a sense of individual responsibility for personal and public health;
4. To develop wholesome, friendly attitudes towards members of the opposite sex;
5. To accept the duties and responsibilities as well as the privileges and rights of family living;
6. To become increasingly aware of the interacting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To develop democratic practices in group relations;
8. To seek effective ways of solving personal problems;
9. To realize the value of specific vocational planning.

## Special Note

Units V and VI at each grade level deal specifically with the personal problems that young people meet and with their contributions to the groups of which they are members. **Teachers must exercise judgment in selecting and handling problems relating to the home and family.** Care should be taken to see that the discussion of such topics does not encourage



students to criticize either their parents or conditions in their homes. If it is felt in some schools that discussion of certain material in these areas is unwarranted, principals and teachers should feel free to omit such material, subject to the approval of their Superintendent or administrative authority. This should not be taken to mean that, if students have individual problems which they would like to discuss, the opportunity should not be given. In such cases a personal interview should be arranged with the counselor or the staff member who has been given this responsibility.

In many schools the principal is provided with non-teaching periods which he can use for such interviews.

**The school has no desire to infringe upon the rights and privileges of the family; the teacher should be constantly on the alert to prevent this happening.** He should accept the responsibility placed in his hands that requires him to exercise tact and good judgment in presenting specific problems to his students.

The course includes more material than can satisfactorily be covered in the time available and should, therefore, be adapted to the particular needs of the class.

### **Who Should Teach These Courses?**

All teachers should be familiar with the objectives and aims of the course in Health and Personal Development. They should be aware of the part that they can play in encouraging sound patterns of growth, in developing a scientific attitude towards health practices and a feeling of responsibility for personal and community health.

Consideration might be given to the following suggestions:

1. The principal, if possible, should teach some of the courses in Health and Personal Development, provided his position is not purely an administrative one.
2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil; that is, those with the following qualities:
  - (a) A genuine interest in young people and an understanding of the problems they face at different ages;
  - (b) Initiative, imagination, and resourcefulness and sensitivity to the needs of these students. Without these qualities there is a danger that the course will become mere verbalizing;
  - (c) Adequate understanding of the psychology of individual differences and the ability to apply this understanding in their daily teaching;
  - (d) Well-adjusted to life in general and sufficiently aware of basic human needs. In this regard they should apply to the class situation rules for good mental health;
  - (e) Special training in the fields of health, psychology, guidance, and mental hygiene; at least they should understand how to apply the basic principles in these fields to their classroom teaching.
3. Teachers should not work exclusively in the field of Health and Personal Development, but should offer other courses as well.

Course Organization

- 1. The general plan includes courses in Grades VII, VIII, IX, and X with the material for each unit arranged in sequence to avoid overlapping from grade to grade. Units II, III, IV, VII, and VIII constitute the Health portion of the program. The arrangement includes the following general areas:

Number and Name of Unit	Suggested Time Allotment
Unit I—Educational Needs	2-4 weeks
Unit II—Growing Into Maturity	3 weeks
Unit III—Man’s Great Progress Towards Better Health	4-5 weeks
Unit IV—The Conquest of Communicable Diseases	3 weeks
Unit V—Personality Development	6-7 weeks
Unit VI—Group Life	4-5 weeks
Unit VII—One’s Physical Resources and How to Use Them	4-5 weeks
Unit VIII—Preventing Accidents and Meeting Emergencies	4-5 weeks
Unit IX—Career Planning	4-5 weeks

- 2. Nine units comprise a year’s work with a range of from two to four periods per week in each grade. The approximate length of time for the completion of each unit is indicated but this is not intended to be prescriptive to the extent that teachers feel that the unit must be completed within the period of time suggested. Nor is it necessary to follow the sequence of units set forth for any one grade.
- 3. Each unit has the following general pattern:
  - (a) Point of view
  - (b) Specific objectives
  - (c) References for the unit
  - (d) Outline of unit
  - (e) A grid arrangement of material in two columns, entitled “Content” and “Teaching Procedures and Suggested Activities.”

4. Content

The content in each grade is developed under unit headings. Each unit is further subdivided into specific topics for each of which certain suggested activities or teaching procedures are recommended. The wording of the topics from grade to grade may suggest a certain similarity but overlapping should be reduced to a minimum because of the varied nature of the activities.

5. Activities and Teaching Procedures

Activities and teaching procedures are merely suggested as a guide to the teacher. No one offering the course should feel that he is compelled to follow the activities specifically as outlined. He should feel free to adapt them to his class by improvisation, addition, or further development. Where reference is made to a debate, for example, the teacher might feel that his class has neither the experience nor maturity to do a satisfactory job. Activities which are new to the students may have to be explained, or a demonstration of how the activity is carried out may need to be given. A brief explanation of some of these procedures will be given later in the introduction.

## 6. Evaluation

Evaluation makes use of all the methods and techniques for gathering evidence about student growth. It includes not only testing but also the collecting and recording of information pertinent to student development. Evaluation is a continuous process. Among other things it attempts to determine the degree of understanding that students are achieving. It also serves as a check on the effectiveness of instruction, provides the teacher with direction as to the individual needs of students, and furnishes a basis for good public relations with parents. The attention of teachers is directed to the portion of the General Science program dealing with evaluation. In attempting to determine the extent of pupil development, teachers might construct some kind of rating scale or chart at the beginning of the year's work to be used throughout the year.

**Grading:**—What procedures should be followed in allotting grades or marks to students? By what academic yardstick can one measure success or failure? The true measure is the way the student acts and the way he feels about the topics that have been discussed, and the steps he takes to improve his own health and to protect that of others. Of course, it is expected that the student's behavior will depend upon his understanding which, in turn, is based upon assimilation of knowledge. Since such knowledge is essential, testing is justified but it is only a partial evaluation of progress. The important thing to remember in evaluating student progress is that every student in the class should have specific assignments geared to his level of ability. It is suggested that the teacher carefully organize the distribution of assignments so that everyone is given the opportunity of attempting something.

Much of the evaluation in Health and Personal Development is concerned with intangibles, but the course, especially those parts dealing with Health, contains important information that lends itself to testing, and a system of grading that can be used for report purposes. This means that portions of the course admit of a system of testing and marking similar to that used in other programs.

## 7. References

References for these courses have been organized as follows:

- (a) **Primary:** This section contains books upon which the content of the course to a large extent is based. These books should be available in sufficient quantity so that students may have ready access to them. It is suggested that one copy each of the primary references be made available for at least every two students.
- (b) **Secondary:** The books on the secondary list are arranged in order of usefulness. Copies of some of the secondary references should be available in the classroom for research purposes.
- (c) **Teachers' References:** It is felt that teachers offering the program at any or all grade levels should have the two suggested titles for background purposes. These are:  
*Psychology for Living*, Sorenson and Malm. (If a copy of Averill's *Introductory Psychology* is available the teacher may use it as an alternative.)  
*Health Observation of School Children*, Wheatley and Hallock.
- (d) **General References:** This list will consist of additional material in the form of standard references such as the *Canada Year Book*.
- (e) **Films and filmstrips.** (See appendix).



## Flexibility of the Course

1. As stated above, nine units comprise the year's work in each grade from Grades VII to X. However, the school administration may decide that certain sections of Units V and VI should be omitted. **It is requested that the Supervisor of Guidance, Department of Education, be informed of the particular sections that are not being offered.**
2. With some classes teachers may find that a certain unit or a particular section of a unit needs emphasis or is proving of specific interest and value. They should feel free to provide for continuation of the discussion in future classes. **It might be considered desirable to provide an arrangement on the time-table whereby two of the periods per week are offered as a double period.** This would provide an opportunity for a more extensive discussion of topics, for films, field trips, special speakers and experiments, all of which would be valuable in some aspects of the program.
3. The course content is designed as a guide for teachers and should be adapted to both the needs of the particular class and those of the community. This adaptation should increase pupil participation, especially if provision has been made for the setting up of a teacher-pupil planning committee. Such a committee should have its members changed frequently.

## Relationship to Other Courses

The statement of objectives for the Secondary School which appears in the Handbook for the Junior High School suggests that the extent to which these objectives are achieved will depend upon the efforts exerted by all teachers. A close relationship exists between the course in Health and Personal Development and the various subject fields; the Handbook for the Junior High School explains this relationship in general terms. It should be noted, however, that the new Literature books for the junior high school include a number of selections which provide excellent material for health teaching and personal development. When occasion is found to refer to these selections, the assistance of the Literature teacher should be obtained to determine to what extent class procedures can be correlated.

## Cycling

In many schools students of Grades VII and VIII receive much of their instruction together and, since it may be desirable that the Health and Personal Development course should be treated in this manner, material for the two grades has been developed in parallel to permit cycling. For the year 1952-53 it is recommended that the Grade VII cycle be used for the two grades.

## Suggestions for Scheduling

Block scheduling of subjects on the program may present certain problems in developing the timetable. Teachers are expected to integrate the subjects in a given block to the best of their ability, endeavoring to break down the traditional barriers between subjects. Block scheduling, with its integration of subject matter, will allow the teacher to concentrate upon the task of meeting the needs and developing the interests of the students. Consequently less time will be spent in having the students accumulate large masses of information in two or more isolated subject

areas. The following suggestions will assist in making more effective instruction in Health and Personal Development within the system of block scheduling.

1. For a variety of reasons some teachers will not be offering Health and Personal Development, but program blocking makes allowance for just such a situation. Those teachers can be given responsibility for a block in which one or more exploratory courses can be included instead of Health and Personal Development. It is suggested that the principal, in selecting teachers for this course, give consideration to the desirable teacher qualities listed earlier in the outline. The guidance counselor or teachers who have had experience with the course in Health and Personal Development might be asked to carry on in-service training with other teachers at staff meetings the better to familiarize the whole staff with an approach to, and the techniques of, the course.

2. The period provided for Student Government and Associated Activities might also be placed under the direction of the homeroom teacher or in the program block with Health and Personal Development.

3. Reference has been made above to the inclusion of Health and Personal Development in a block. As suggested in the Handbook a block consisting of Literature and Health and Personal Development, possibly supplemented by electives such as Dramatics or Art, might prove satisfactory. Again, since certain aspects of Health have a relationship to Science, it seems reasonable that consideration might be given to a block in these subject fields.

## **II. METHODS**

The approach suggested in the Health and Personal Development course seeks to encourage student expression in various ways with considerable emphasis on group procedures. The purpose of group guidance is to provide the opportunity for growth in individual understanding through discussion of questions of common interest to the group. Every opportunity should be taken to encourage student reading, research, and reporting. Many of the activities listed under Suggested Activities and Teaching Procedures are designed to encourage individual effort. However, since certain units, more particularly Units V and VI, deal in the main with group topics, it is felt that teachers will benefit from a brief analysis of group procedures.

### **Principal Functions of Group Procedures**

Every effort should be made in these courses to encourage group work, one of the major aspects of which is group discussion. Group discussion has several important functions.

1. It offers reassurance to the student by showing him that other persons are concerned with the same problems as those which concern him.

2. The reserved student observes that others are bothered with problems similar to his own and that they are willing to talk about them. He is thus encouraged to talk about his own problems, without revealing that they are his own. In this way he obtains the benefit of self-expression.

3. Since students are genuinely interested in the experiences of their own group, making these experiences the content of group discussions is an exceedingly effective way to obtain interest.

4. Since the opinions of other members of the group are taken with genuine seriousness, the student shares in thinking about another's problems and is stimulated to do some objective thinking.
5. The interaction which occurs between members of a group stimulates the individual members to clarify their own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result, he learns more.
6. The person who is about to take part listens more carefully than he would under the lecture method, which means that attention should be continuous and keen.
7. Discussion by various members of the class serves to clarify and illustrate the topics in ways adapted to various types of minds and thus promotes serious thought on the part of most of the students, regardless of their degree of academic ability.
8. The bringing of different points of view shows that there are two or more sides to every question and thus promotes broadmindedness and tolerance.
9. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the groups hold peculiar appeal and are very apt to lead to action.
10. Practice in participating in, and leading discussion makes one better able to present ideas before a group and so helps to train for leadership.
11. This entire process of group thinking—the comparing of ideas, the reshaping of one's thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any single view—all of this is of the essence of the democratic process, and constitutes a basic experience in democracy.

## **Group Techniques**

1. Hints For Planning Helpful Group Discussion
  - (a) Each member of the group is as important as any other. Therefore, all should take part in the planning and the discussion. This means that care should be taken not to allow a few to do all the talking. Members should also develop the art of listening attentively.
  - (b) In the planning stage, purposes and possible goals should be listed, and frequent reference made to these goals.
  - (c) Comments should be brief and to the point. A discussion is not a series of long speeches. However, reports by individual members naturally vary in length. It should be borne in mind that the discussion is a sharing of ideas, experiences, and opinions about some common problems.
  - (d) Assistance should be given the chairman or discussion leader in keeping the group on the topic. Aimless rambling is undesirable.
  - (e) Some preparatory thought should be given by members to the particular topic up for discussion so that significant contributions can be made. Members must also be prepared to assume responsibility for special assignments.
  - (f) Members should feel free to suggest to the leader various problems which they think the group might discuss. The problem should be one relating to the general topic and of interest to the members of the group.



- (g) It should be apparent to the officers that all members are willing to co-operate in order to make the study group sessions as helpful as possible. It is obvious that group thinking requires concentration and close attention on the part of each student.
- (h) The group should consider carefully various sources from which further information can be obtained, such as informed people, printed reference material, etc.
- (i) Members will find it helpful to keep a notebook in which to record decisions, suggestions, and plans made as a result of group discussions.

## 2. The Problem Approach

The course in Health and Personal Development should be as "pupil-centered" as possible; the suggested activities to be found in each unit have been developed with this in mind. In order to encourage pupil participation every effort should be exerted to see that the activities are made real to the students. It is, therefore, suggested that the topics to be discussed be stated as specific problems.

It is desirable that pupils be trained to recognize a problem, search for facts, for conclusions, and test their judgments. As they mature and acquire practice in critical thinking, the quality of their thinking should improve.

The significance of the problem approach is seen when one considers training for the development of reflective thinking. The problem is presented, there is a searching for facts, and conclusions are tested by various types of group discussion. Facts are undoubtedly important (without them no reliable thinking can take place), but the interpretation of facts is equally important and must be emphasized in the educative process. Hence, the emphasis is upon problems to be solved and the gathering of facts leading to their solution.

## 3. Special Group Techniques

(a) *The Discussion Lesson*: Probably the most useful of these techniques is the discussion lesson directed by the teacher. Here the teacher must develop a facility for questioning that will promote good group thinking. Skilful questioning is not often spontaneous; it generally results from careful planning. The questions should aim at opening up the topic for discussion and provide for clear thinking by the class. The discussion when properly begun will encourage further questions from the group. The teacher, however, will always hold in reserve questions to be interjected as a stimulus when discussion lags. He should endeavor to prevent the students from feeling that he is occupying the center of the stage, and attempt to create the impression that he is merely one of the group.

(b) *The Open Forum*: In the open forum the class as a whole participates under the chairmanship of a student. Students will need training if they are to function satisfactorily as chairmen. Class periods devoted to a discussion of the duties and responsibilities of chairmen will prove of value. Those who are first asked to assume this position should receive special coaching but every effort should be made to include as many members of the class as possible before the year's work is finished. Recorders or secretaries should also be appointed for the open forum sessions to sum up the results at the conclusion of the period. If they are given instruction in the preparation of minutes, these minutes can be placed in a loose-leaf book for future reference by students and by secretaries prior to assuming office for a specific class session.

(c) *The Panel Discussion*: The panel discussion is usually confined to a small group of participants (generally three to six in number) who develop the topic under discussion before it is discussed by the class as a whole. Preparation prior to class discussion of the topic by the panel will usually result in a better presentation. Panel members should be asked to present their ideas as a group at the front of the room. Each in turn brings forward his opinions or material in a brief period of time, and, when all members have spoken each may be asked to defend what he has said. The panel is also a technique that will require instruction and practice. Pupils' attention should be drawn to the many types of forums and panels heard over the air, most of which are good examples of group thinking.

(d) *The Symposium*: The symposium is a method in which a general topic is assigned and students are asked to present individual reports on various aspects of the topic. To insure adequate treatment it will probably be necessary to arrange that several periods be reserved since the reports of the various students must be heard. A recorder should be appointed to serve until the topic is disposed of. He should be asked to submit at the beginning of each period a brief report on what was discussed in the previous session. To illustrate, a general topic such as "The Common Communicable Diseases of Childhood" (Grade VII) could be selected and individual students asked to report on one of the diseases.

(e) *The Debate*: The debate may be used occasionally, especially if the topic to be discussed is one in which there seems to be two pronounced viewpoints evident in the class. It should prove useful as a means of impressing upon the class the value of properly thought-out argument and the need for appreciation of the other person's opinions. Steps might be taken in conjunction with the teacher of English to produce well-planned argument in debate form on occasion. Material on debating technique and form may be obtained from any textbook or manual on English expression.

#### *Advantages of Group Procedures*

1. Training in leadership,
2. Development of a spirit of co-operation,
3. Encouragement of clear thinking,
4. Provision for self expression.

#### *Disadvantages of Group Procedures*

The advantages listed above, unless the procedures are skilfully applied and carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. Superficiality—lack of mastery of factual material,
2. Desultory discussion.
3. Futile off-the-subject discussion,
4. Domination by a few assertive pupils.

#### **Other Techniques**

Teachers will be well advised to check Bulletin 2 of the elementary program and the curriculum guides in General Science and Social Studies-Language for the junior high school grades to obtain suggestions on various methods of presentation. It should be possible for the teacher with the assistance of his pupils to plan an approach that will be both interesting and varied.

A list of possible techniques and devices follows :

1. Individual reading, assigned reading, and reporting.
2. Group, individual, and community projects, such as ;
  - (a) Building a library of reference material from pamphlets, book-lets, and other references given in this course and from current periodicals and newspapers,
  - (b) Health projects related to the community,
  - (c) Compilation of data for special assignments,
  - (d) Preparation of simple experiments, charts, and posters to illustrate specific topics,
  - (e) Preparation of rating and self-analysis scales, growth charts, nutrition score sheets,
  - (e) Correlation of course content with other subject fields; e.g., manners and customs of people in other lands with those of our own land, health problems of other nations, e.g., associated with industries in tropical countries,
  - (g) Practice in the use of social correspondence,
  - (h) Development of critical standards for the "comics" and rating those in the daily newspaper according to these standards,
  - (i) Selection by pupils of magazines suitable as gifts for their father, mother, brother, sister or friends, with reasons for the selection.
3. Preparation of individual and class scrapbooks. These are particularly valuable in assembling current literature on certain health topics.
4. Maintenance of bulletin boards and preparation of display materials.
5. Survey of community needs, with respect to playground facilities, safety patrols, clean-up campaigns, safe water supply, etc.
6. Detailed analysis of industries, including health hazards and safety measures.
7. Survey of local occupational opportunities and employment trends for full or part-time employment, including summer work.
8. Use of visiting speakers for Student Union meetings or for job discussions and Careers' Nights, and to present special phases of the Health program, e.g., staff of local Health Department might present a community health problem.
9. Use of audio-visual material with proper employment of student committees (see manual on "The Film in Group Discussion").
10. Examination of radio programs for series broadcasts and special broadcasts.
11. The use of assembly programs for practice purposes.
12. Use of special techniques to put into action the principles read about or studied; e.g.,
  - (a) Preparation of lists of courtesies observed in the community for a limited period of time.
  - (b) Development of tolerance through special attention to customs of the various nationalities represented in the class.
13. Use of devices for social grouping where the teacher has had special



training and sees the need for such grouping in the classroom situation.

#### 14. Use of the drama and role playing.

It is human nature to act out a part and this play-acting cannot be confined to any age group. Adults, governed by a more or less conventional code of behavior are required to change their behavior according to the demands of the particular situation. The successful story teller is the one who can dramatize the incident he is recounting, the successful hostess always makes her guests feel at home and overlooks peculiarities of behavior, the speaker on the public platform brings his audience with him by means of various devices and techniques, long tried and proven successful. Play-acting can be applied to the learning situation as an easily understood and successful method for providing information. The class learns through interest and appreciation of the approach being used by those engaged in the portrayal. Certain topics lend themselves to this kind of treatment. The discussion of manners with attention to proper behavior in social situations should prove ideal for use of this technique. The whole field of job application and personal interviews also brings much more meaning to the students when they see the situation acted out. Group problems of mutual concern admit of ready understanding and general discussion if portrayed before the class. In fact, almost any area suggested in these courses lends itself to such treatment. This method is called the *sociodrama*.

To make for the freedom of expression necessary to a role-playing situation the following basic principles are essential:

1. The situation must be representative of the problems of the group members.
2. The majority of the group members must want to explore the situation.
3. The teacher should be willing to have the problem explored. If he is not as enthusiastic as the students the latter may hesitate to express themselves freely or they may give the version of the problem they think he wants.

This technique can be considered as having five main steps, all of which are necessary for maximum group participation.

1. Volunteering of participants.
2. The "warming up" of participants.
3. Free ventilation of feeling and reactions of group members and the players.
4. Analysis by group members and players.
5. Summary and recommendations by group members.

In practice, these steps often merge or flow naturally into one another, and the different steps may have less or greater importance, depending upon the significance of "content" to the group members.

Certain advantages should accrue to the students who participate in such activities. The natural desire to project themselves into another situation, more or less unreal, should find ready response. With experience, many of the more reticent students can gain in confidence and in ability at self-expression. The socializing effects should lead to better understanding amongst students and many of the personality problems may be solved as a result of this more mature understanding.

Further information can be found in many of the books suggested for either student or teacher use in this course. The 1950 Yearbook of the Association for Supervision and Curriculum Development, "Fostering Mental Health in Our Schools", contains an excellent chapter on the sociodrama.

## **Student Reporting**

Pupils need careful direction and help in preparing, presenting, and summing up reports. The ability to give a good report is not inborn in the child. Since reporting constitutes a learning situation, the teacher must assume the responsibility for developing this skill.

It should be recognized that the unit study technique demands more teacher responsibility and effort than traditional methods.

### **1. Assigning the Report and Helping With Its Planning**

- (a) The pupils, with the help of the teacher, will choose report topics suited to the interest and ability level of the individual student.
- (b) The individual assignment or report topic should be clear and limited in scope.
- (c) The students should be directed to specific and available references. Every effort should be made to provide a variety of references.
- (d) In the early stages of unit-study learning, class time should be used in order to indicate to the student what a good report should include.

### **2. Presenting the Report**

- (a) The teacher should help the child to make the report "his own." If the student cannot give a report in his own words, the report is of questionable value.
- (b) Mass copying of material from books, or memorizing text material for reports is to be avoided. If a student makes brief quotations he should indicate this fact.
- (c) Pupils should not be expected to copy great masses of teacher-written or pupil-written notes from the blackboard.
- (d) Pupils may use brief notes or a summary outline to guide their talk.
- (e) The student may write on the blackboard five or six questions which he proposes to answer in the body of his report.
- (f) The length of a report depends on pupil ability, the topic in hand, material available, and general interest.
- (g) Reports should be varied and informal. The formal type of introduction may be used occasionally to acquaint the students with this method; if used to excess, however, it becomes monotonous.

**Note:** The teacher should enrich the report by (1) contributing interesting new material, (2) stressing important points, (3) directing a summary.

### **3. Appraising the Report**

- (a) The teacher should evaluate the manner in which the report is presented.
- (b) The report should be carefully evaluated for good oral expression. This should include an interesting introduction, good sentence structure, stress on main facts or points, and a fitting conclusion.

- (c) The teacher should observe carefully the class reaction to the report.
- (d) Class understandings may be tested by means of oral questioning, paragraph writing, or objective tests.
- (e) The following questions might be posted on the bulletin board or on a conspicuous chart for constant reference by teacher, report leaders, chairmen and reporters:
  - (1) Was the topic or assignment clearly defined?
  - (2) What were your sources of information?
  - (3) Did you make use of the blackboard, pictures, samples, or diagrams to make the report more vivid?
  - (4) Did you organize the topic or assignment in your own language around four or five main ideas or facts?
  - (5) Did you use correct English?
  - (6) Did you try to remember ideas rather than words?
  - (7) Did the class find the report interesting throughout?



CHART I: SCOPE AND SEQUENCE FOR UNIT I, EDUCATIONAL NEEDS

Grade VII School Life	Grade VIII Success in School	Grade IX Effective Learning	Grade X Success in High School
<p>I. SCHOOL ORGANIZATION AND ADMINISTRATION</p> <p>A. How our School is Organized</p> <p>B. Meeting the Teachers</p> <p>C. Welcoming New Pupils</p> <p>D. The Safety Patrol</p> <p>E. Rules and Regulations</p>	<p>I. OUR SCHOOL</p> <p>A. Organization—Staff; Buildings; Equipment; New Pupils; Special Services; Regulations</p> <p>B. Deportment</p>	<p>I. SCHOOL ORGANIZATION AND ADMINISTRATION</p> <p>A. Rules and Regulations</p> <p>B. School Spirit</p> <p>C. Organizations</p>	<p>I. HIGH SCHOOL</p> <p>A. Orientation</p> <p>B. Planning</p> <p>C. Student Activities</p>
<p>II. STUDENT ACTIVITIES</p> <p>A. Extra-Curricular Activities in our School</p> <p>B. School Spirit</p> <p>C. How the Student Benefits from School Activities</p>	<p>II. STUDENT ACTIVITIES</p> <p>A. Election Procedures</p> <p>B. Students' Union</p> <p>C. Classroom Organization</p>	<p>II. STUDY HABITS</p> <p>A. Conditions for Study</p> <p>B. The Study Schedule</p> <p>C. Outlining</p> <p>D. Notes and Note Making</p> <p>E. Additional Study Techniques</p> <p>F. Aids to Memory</p> <p>G. Tests; Their Importance in Grade IX</p>	<p>II. LEARNING</p> <p>A. Individual Progress and Self Improvement</p> <p>B. Study Habits</p> <p>C. Motivation</p> <p>D. The Effects of Emotions on Learning</p> <p>E. Clear Thinking</p>
<p>III. STUDY HABITS</p> <p>A. Habits</p> <p>B. Budgeting Time</p> <p>C. How to Study Efficiently</p> <p>D. Conditions for Good Study</p> <p>E. Study in Individual Subjects</p> <p>F. How to Develop Interest and Self-motivation</p>	<p>III. STUDY</p> <p>A. The Value of Efficient Reading Skills</p> <p>B. Techniques of Study</p> <p>C. Tests</p> <p>D. Outlining</p>	<p>III. PLANNING YOUR FUTURE</p> <p>A. Types of Programs in Alberta High Schools</p> <p>B. The Advantages of High School</p> <p>C. Types of Programs in Other Alberta Educational Institutions</p> <p>D. The Credit System in High School</p> <p>E. Prerequisites, Electives, and Compulsory Subject in High School</p> <p>F. School Subjects as Related to Vocations</p>	

## CHART II: SPECIFIC OBJECTIVES FOR UNIT I, EDUCATIONAL NEEDS

Grade VII	Grade VIII	Grade IX	Grade X
<p>As an outcome of the work in this unit, the student should acquire the following understandings:</p> <p><b>Understandings</b></p>			
<ol style="list-style-type: none"> <li>Careful planning and hard work are important factors for success in school.</li> <li>Good school morale largely depends upon the worthwhile participation and co-operation of all students in school activities.</li> </ol>	<ol style="list-style-type: none"> <li>Effective reading skills are very important in order to do successful school work.</li> <li>Successful student organization requires able, dependable officers and alert, co-operative members.</li> </ol>	<ol style="list-style-type: none"> <li>School work can be greatly improved by acquiring efficient study habits.</li> <li>The high school program is designed to help the individual prepare for a vocation, and enables him to live a fuller and richer life.</li> </ol>	<ol style="list-style-type: none"> <li>Success in high school depends to a great extent upon one's own efforts.</li> <li>Effective learning is largely affected by motivation.</li> </ol>
<p>The work in this unit should help the student to develop the following skills, abilities, or habits:</p> <p><b>Skills, Abilities and Habits</b></p>			
<ol style="list-style-type: none"> <li>The ability to plan a schedule that provides the most benefit from the time available.</li> <li>The habit of obeying school rules and regulations.</li> </ol>	<ol style="list-style-type: none"> <li>The ability to call a meeting to order and act as chairman.</li> <li>The ability to vary his rate of reading in accordance with his purpose.</li> </ol>	<ol style="list-style-type: none"> <li>The ability to vary study techniques in accordance with different needs.</li> <li>The ability to prepare for various types of examinations.</li> </ol>	<ol style="list-style-type: none"> <li>The ability to organize his work and to concentrate in a satisfactory manner.</li> <li>The habit of exercising initiative when the occasion demands it.</li> </ol>
<p>The work in this unit should help the student to develop the following attitudes:</p> <p><b>Attitudes</b></p>			
<ol style="list-style-type: none"> <li>Willingness to participate in school activities.</li> <li>Responsibility in doing day-by-day assignments.</li> </ol>	<ol style="list-style-type: none"> <li>Willingness to work on a "service" committee.</li> <li>Responsibility for carrying out his duties at school.</li> </ol>	<ol style="list-style-type: none"> <li>Accepting personal responsibility for building good study habits.</li> <li>Accepting personal responsibility for assisting in the development of good school spirit.</li> </ol>	<ol style="list-style-type: none"> <li>Scientific analysis in his approach to a new problem.</li> <li>Co-operation with those with whom he is working in the school situation.</li> </ol>

CHART III: SCOPE AND SEQUENCE FOR UNIT II, GROWING INTO MATURITY

Grade VII Personal Health Inventory	Grade VIII Patterns of Growth	Grade IX Adolescence, A Bridge to Adulthood	Grade X Preparation for Family Life
<ul style="list-style-type: none"> <li>A. Personal Appearance</li> <li>B. Posture and Feet</li> <li>C. Skin</li> <li>D. Hair and Nails</li> <li>E. Hearing</li> <li>F. Teeth</li> <li>G. Nose and Throat</li> <li>H. Eyes</li> <li>J. Height and Weight</li> </ul>	<ul style="list-style-type: none"> <li>A. Factors in Individual Differences</li> <li>B. Differences in Growth Patterns</li> <li>C. Environmental Influences</li> <li>D. Growth Changes at Puberty and Adolescence.</li> <li>E. Learning to Meet the Growth Changes of Adolescence</li> </ul>	<ul style="list-style-type: none"> <li>A. Assuming Responsibility for One's Own Health</li> <li>B. Being Aware of Deviations in Growth During Adolescence</li> <li>C. Making the Most of One's Appearance</li> </ul>	<ul style="list-style-type: none"> <li>A. How Living Forms Reproduce</li> <li>B. How Heredity Affects Human Life.</li> <li>C. What Science Has Discovered</li> <li>D. About Growth and Development</li> <li>E. The Importance of Accepting and Sharing Responsibility in the Home</li> <li>F. Learning to Adjust to Others</li> </ul>

CHART IV: SPECIFIC OBJECTIVES FOR UNIT II, GROWING INTO MATURITY

Grade VII	Grade VIII	Grade IX	Grade X
<b>Understandings</b>			
As an outcome of the work in this unit, the student should acquire the following understandings:			
1. One's appearance effects one's relationships with other people. 2. One's physique and appearance can be improved by simple care and scientific health practices.	1. Each person has an individual growth pattern that is influenced by heredity and certain environmental factors. 2. During adolescence special adjustments must be made because of the unique growth changes taking place.	1. One is now old enough to assume responsibility for one's own health. 2. One should take steps to protect oneself and others from disease. Such steps should be based on an intelligent understanding of the body and how it works.	1. The cell is the unit of living matter and possesses many unique properties. 2. All living forms must have parents and through special sex cells each parent contributes to the inheritance of an offspring. 3. There are definite laws of inheritance that determine many of our characteristics.
<b>Skills, Abilities and Habits</b>			
The work in this unit should help the student to develop the following skills, abilities, or habits:			
1. The habit of using the information acquired in this course to improve one's everyday living. 2. The ability to read books and current health articles intelligently for information pertaining to health and growth.	1. The habit of practicing consistently good habits in eating, rest, sleep, exercise, and personal cleanliness. 2. The habit of accepting with equanimity the changes experienced in growth and development.	1. The ability to discuss intelligently the causes of disease and how diseases are spread. 2. The skill to dress appropriately and to care for one's personal appearance.	1. The habit of accepting home responsibility and its accompanying discipline. 2. The habit of seeking information on reproduction and sex relationships from responsible people or authoritative books. 3. The ability to look after one's own health and to contribute to the welfare of others.
<b>Attitudes</b>			
The work in this unit should help the student to develop the following attitudes:			
1. Pride in good grooming and graceful, upright carriage. 2. Responsibility for finding out the scientific reasons for everyday health practices.	1. Appreciation of the unequal growth changes influencing appearance and outlook during adolescence. 2. Sympathy for and understanding of the difficulties others may be experiencing during the adolescent period.	1. Willingness to become informed about new discoveries that are promoting health and human welfare. 2. Acceptance of the worthwhileness of scientific information and of using this information to protect one's own health and that of others.	1. Appreciation of the marvellous properties of the cell and the continuing process of life. 2. A desire to make the most of one's inheritance and to contribute to the improvement of home, school, and community life.

CHART V: SCOPE AND SEQUENCE FOR UNIT III, MAN'S GREAT PROGRESS TOWARD BETTER HEALTH

Grade VII		Grade VIII	Grade IX	Grade X
Men and Women Who Have Contributed to the Promotion of Health	Making the Best Use of Scientific Knowledge	Canada's Changing Health Picture	Canada's Progress in Public Health	
<p>A. Health Heroes of Early Civilizations</p> <p>B. Men of Science in the Renaissance</p> <p>C. Men Who Helped to Conquer Communicable Diseases</p> <p>D. The Great Humanitarians</p> <p>E. The Brilliant Discoveries of Modern Times</p>	<p>A. New Drugs Are Helping to Conquer Germ Infections</p> <p>B. Self-medication can be Very Harmful</p> <p>C. Modern Medicine Makes Use of Electronic Discoveries</p> <p>D. Understanding Personality Needs in Helping to Promote Health</p>	<p>A. Our Population is Growing Older</p> <p>B. Increased Urbanization</p> <p>C. Decline of Communicable Disease and Increase of Degenerative Diseases</p> <p>D. Increased Government Control in Health Protection</p> <p>E. Improved Standards of Living</p>	<p>A. The Division of Responsibility for Health</p> <p>B. Canada's International Responsibilities in Health</p> <p>C. Federal Efforts to Equalize Health Services in Canada</p> <p>D. Improved Medical Services For Indians and Eskimos</p> <p>E. Rigid Control of the Sale of Narcotics</p> <p>F. The Trend Towards Public Security Measures and Group Insurance</p> <p>G. What Alberta is Doing in Public Health</p>	



CHART VI: SPECIFIC OBJECTIVES FOR UNIT III, MAN'S GREAT PROGRESS TOWARDS BETTER HEALTH

Grade VII	Grade VIII	Grade IX	Grade X
<b>Understandings</b>			
As an outcome of the work in this unit, the student should acquire the following understandings:			
<div>1. Man's progress towards health- ful living began when he looked for natural rather than super- natural causes of disease and took steps to discover these causes and to find out how they can be eliminated.</div> <div>2. Mankind has benefited from the keen minds and the perse- vering efforts of many men and women from all parts of the world.</div>	<div>1. Great epidemics have almost disappeared and man is on the way to conquering the major communicable diseases.</div> <div>2. The human body is an infin- itely complex organism that is greatly influenced by physical and emotional factors.</div>	<div>1. Cultural changes, such as our increasing industrialization, are influencing our health prob- lems.</div> <div>2. Increased longevity is largely the result of the conquest of communicable diseases; much remains to be learned about the nature of degenerative diseases, such as heart trouble and can- cer.</div>	<div>1. Health progress is more than a national responsibility, and Canada must do her share to assist less fortunate countries.</div> <div>2. The Federal and Provincial Health Departments make dis- tinct contributions to Canada's health and welfare.</div>
<b>Skills, Abilities and Habits</b>			
The work in this unit should help the student to develop the following skills, abilities, or habits:			
<div>1. The ability to see the relation- ship between one discovery and another in progress towards the elimination of disease.</div> <div>2. The ability to realize the bene- fits our civilization enjoys be- cause of the great contributions of men of science through the ages.</div>	<div>1. The habit of accepting for one- self scientifically recognized health practices.</div> <div>2. The skill required to form dis- criminating judgments on the values of medical care as against self-treatment, fads, and the use of commercial products of little value.</div>	<div>1. The skill required to read and interpret tables, graphs, and other statistical data, and to search reference material for pertinent information.</div> <div>2. The ability to relate cultural changes to specific health prob- lems in Canada.</div>	<div>1. The skill required to search for pertinent information in refer- ences such as reports, pamph- lets, and current newspaper articles.</div> <div>2. The ability to interpret infor- mation and to realize the re- sponsibility for health assumed by Federal and Provincial Gov- ernments.</div>
<b>Attitudes</b>			
The work in this unit should help the student to develop the following attitudes:			
<div>1. An appreciation of the value of the scientific method in health progress.</div> <div>2. An interest in medical research and its benefits to society.</div>	<div>1. An appreciation of the complex nature of the human body and the many causes and manifesta- tions of disease.</div> <div>2. A curiosity about health pro- gress and an interest in current accounts in new discoveries in the field of health.</div>	<div>1. An appreciation of the factors creating Canada's unique health problems and what is being done to overcome them.</div> <div>2. An awareness of the part Cana- dian citizens must play in pro- moting health and welfare in Canada.</div>	<div>1. An awareness that disease can readily spread from one coun- try to another and that all nations must co-operate to improve world health.</div> <div>2. Interest and co-operation in promoting health in Canada and in other countries in the world.</div>



# CHART VII: SCOPE AND SEQUENCE FOR UNIT IV, THE CONQUEST OF COMMUNICABLE DISEASES

Grade VII Protecting Oneself and Others from Disease	Grade VIII Making the Best of the Body's Defences	Grade IX What the Home, School, and Com- munity Can Do to Prevent the Spread of Disease	Grade X The Provincial Health Department Helps to Prevent the Spread of Infection in Alberta
<p>I. PREVENTION OF COLDS</p> <p>II. OTHER DISEASES THAT GAIN ENTRANCE THROUGH THE RES- PIRATORY TRACT</p> <p>III. PROTECTION AGAINST SKIN DISEASES</p>	<p>A. Disease Differs in its Effects From One Individual to Another</p> <p>B. The Body Has Special Protec- tive Mechanisms</p> <p>C. The Body Learns to Defend It- self Against Harmful Organ- isms</p> <p>D. Many Factors Influence the Re- sistance of the Body to Disease</p>	<p>A. Germ Diseases Are Not Inherit- ed</p> <p>B. Caring for Infectious Diseases</p> <p>C. Schools Are Frequently Respon- sible for Spreading Infection</p> <p>D. Good School Health Services</p> <p>E. Public Health Services in the Community</p>	<p>A. The Importance of Records</p> <p>B. Quarantine Regulations</p> <p>C. Free Supplies for Inoculations and Vaccinations</p> <p>D. Health Education Services</p> <p>E. Laboratory Services Available</p> <p>F. Assistance to Polio Patients</p> <p>G. Prevention. Treatment, and Control of Tuberculosis</p> <p>H. Program for Treatment and Prevention of Venereal Dis- eases</p>

# CHART VIII: SPECIFIC OBJECTIVES FOR UNIT IV, THE CONQUEST OF COMMUNICABLE DISEASES

Grade VII	Grade VIII	Grade IX	Grade X
<p>As an outcome of the work in this unit, the student should acquire the following understandings:</p> <p><b>Understandings</b></p>			
<p>1. Colds can be serious infections and cause much distress and loss of time and money.</p> <p>2. Most of the communicable diseases of childhood can be prevented by individual health practices and public health measures.</p>	<p>1. The body defends itself against disease germs by a number of protective mechanisms.</p> <p>2. An individual can assist the body's defenses by simple, scientific health practices.</p>	<p>1. Germ diseases are not inherited but acquired by transmission from infected people or animals.</p> <p>2. Disease germs are transmitted in many ways from person to person and precautions should be taken to prevent their spread.</p>	<p>1. Public health forms an important part of government services providing benefits to all citizens of Alberta.</p> <p>2. Effective control of communicable disease is dependent upon a central authority and the co-operation of an informed citizenry.</p>
<p>The work in this unit should help the student to develop the following skills, abilities, or habits:</p> <p><b>Skills, Abilities and Habits</b></p>			
<p>1. The ability to recognize how communicable diseases are acquired and to take precautions to protect oneself and others.</p> <p>2. The skill required to accept scientific information regarding communicable diseases and to use it to advantage in one's daily living.</p>	<p>1. The skill required to form habits that are conducive to protection against infectious diseases.</p> <p>2. The ability to recognize the importance of immunization for specific diseases and to take steps to receive adequate protection.</p>	<p>1. The habit of practicing simple procedures at home and at school that prevent the spread of disease, e.g., use of one's own towel, care in washing dishes and preparing food, catching coughs and sneezes in a handkerchief.</p> <p>2. The habit of assisting local health authorities in promoting sanitation in schools, streets, restaurants, public buildings, etc.</p>	<p>1. The ability to see the importance of public health services in preventing the spread of disease.</p> <p>2. The ability to analyze public health problems in one's own community and to suggest possible solutions.</p>
<p>The work in this unit should help the student to develop the following attitudes:</p> <p><b>Attitudes</b></p>			
<p>1. Interest in learning how to keep free from communicable diseases.</p> <p>2. Appreciation of one's responsibilities to protect others from disease.</p>	<p>1. Interest in finding out about the various structures that help protect the body against invading organisms.</p> <p>2. Appreciation of the immunization procedures that assist the body in defending itself against disease germs.</p>	<p>1. Concern in doing one's part to prevent the spread of disease.</p> <p>2. Interest in community problems in public health and methods for their solution.</p>	<p>1. Appreciation of established public health services and awareness of possible improvements.</p> <p>2. Co-operation in obeying public health laws and in taking advantage of services offered.</p>

CHART IX: SCOPE AND SEQUENCE FOR UNIT V, PERSONALITY AND CHARACTER

Grade VII Living Standards and Values	Grade VIII Living Standards and Values	Grade IX Individual Development	Grade X Personality Building
<p>I. THE INDIVIDUAL</p> <p>A. Individual Assets</p> <p>B. Appearance is Important</p> <p>C. Courtesy</p> <p>D. Manners Count</p> <p>E. Individuality</p>	<p>I. INTRODUCTION TO PERSONALITY</p> <p>A. All Round Boys and Girls</p> <p>B. Personality and Character</p> <p>C. Social Skills</p> <p>D. Looking Your Best</p> <p>E. Distinctive Features</p>	<p>I. PERSONALITY GROWS</p> <p>A. The Total Personality</p> <p>B. Manners and Conduct as Part of Personality</p>	<p>I. WHAT DOES PERSONALITY REALLY MEAN?</p> <p>A. Definition of Personality</p> <p>B. What Kind of Personality do People Admire and Respect?</p> <p>C. Effect of Heredity and Environment on Personality</p> <p>D. The Importance of Personality in Mental Health</p> <p>E. The Importance of Personality in Social Relationships</p> <p>F. The Importance of Personality in Vocational Success</p> <p>G. Steps in the Improvement of Personality</p>
<p>II. GROWING UP</p> <p>A. Belonging to the Crowd</p> <p>B. Acceptance by Peer Groups</p> <p>C. The Desire for Independence</p> <p>D. Controlling Oneself</p>	<p>II. GUIDE-POSTS</p> <p>A. Being With the Crowd</p> <p>B. Developing Responsibility</p> <p>C. The Desire to Succeed</p> <p>D. Religious Ideals, Ethical and Moral Values</p> <p>E. Desirable and Undesirable Means of Satisfying Our Needs</p>	<p>II. INDIVIDUAL NEEDS AND RESPONSIBILITIES</p> <p>A. Personality and Social Needs</p> <p>B. Desirable and Undesirable Ways of Satisfying These Needs</p> <p>C. Personal Attitudes That Lead to Anti-social Behavior, and Ways to Combat These</p> <p>D. The Need for a Sense of Responsibility</p> <p>E. The Value of Wise Counsel</p>	<p>II. MOTIVATION</p> <p>A. The Physical Needs of an Individual</p> <p>B. The Social Needs of an Individual</p> <p>C. Understanding, Predicting and Controlling Behavior</p>
<p>III. STANDARDS INFLUENCE PERSONALITY DEVELOPMENT</p> <p>A. Behavior in Different Situations</p> <p>B. Developing Self-confidence</p> <p>C. Values and Goals</p>	<p>III. LIVING STANDARDS AND VALUES</p> <p>A. Co-operation With Others</p> <p>B. Our Behavior Yesterday, Today and Tomorrow</p> <p>C. Ideals at Work</p>	<p>III. THE DEVELOPMENT OF CHARACTER</p> <p>A. Know Yourself</p> <p>B. Building Character</p> <p>C. How Religious Beliefs Help People</p> <p>D. Character and Reputation</p> <p>E. Character and Personality</p> <p>F. Choice of Goals and Values</p>	<p>III. CHARACTER</p> <p>A. Standards of Value as a Basis for Motivation</p> <p>B. The Selection of Goals and Ideals</p> <p>C. Making the Most of Our Abilities and Opportunities</p>

CHART IX: (Continued)

Grade VII Living Standards and Values	Grade VIII Living Standards and Values	Grade IX Individual Development	Grade X Personality Building
IV. GETTING ALONG WITH OTHERS A. Membership in the Family B. What Parents Do For Us C. On Being a Friendly Person D. Relationships With Others	IV. SOCIAL VALUES A. Developing a Spirit of Co-operation in the Family B. Making Friends C. Date Data	IV. FRIENDSHIPS AND ATTACHMENTS A. Friendships B. Attitudes That Are Wise to Develop C. Do's and Don'ts for Boy-Girl Friendships	IV. SOCIAL MATURITY A. What is Social Maturity? B. Improving Your Personal Appearance C. Acquaintances and Friends D. Courtesy as the Basis for Manners
		V. BEHAVIOR PATTERNS A. Behavior Changes B. Mental and Physical Hurdles C. Men and Women Who Have Been Successful D. The Part Happiness Plays in Successful Living	V. PERSONALITY UNDER STRESS A. Emotions Can Help Us or Harm Us B. Control of Emotions C. Conflicts and Their Resolutions D. Complexes



CHART X: SPECIFIC OBJECTIVES FOR UNIT V, PERSONALITY AND CHARACTER

Grade VII	Grade VIII	Grade IX	Grade X
<b>Understandings</b>			
As an outcome of the work in this unit, the student should acquire the following understandings:			
1. Religious beliefs and long-range goals affect one's daily life. 2. Worthwhile values are derived from association with others.	1. Good character is the individual's most important asset. 2. Growing up consists of many things—more freedom, more interests, more abilities, and more responsibilities. 3. Loyalty to one's family and friends is important.	1. A student can improve his character and personality by individual effort. 2. As the student gets older he can learn new and better ways of expressing his feelings.	1. The continuous process of personality development is influenced by social, physical, emotional, mental and ethical factors. 2. Standards motivate behavior.
<b>Skills, Abilities and Habits</b>			
The work in this unit should help the student to develop the following skills, abilities, or habits:			
1. The ability to distinguish between acceptable and non-acceptable behavior. 2. The habit of using good manners and showing courtesy at school functions.	1. The ability to make friends by showing sympathy and understanding and by refraining from undue criticism. 2. The ability to distinguish between positive and negative ways of satisfying his personal needs.	1. The habit of judging his actions in terms of his code of living and religious beliefs. 2. The habit of extending proper greetings and courtesies to the members of his family and to others with whom he comes in contact.	1. The ability to assess and appreciate the worth of the various components of personality. 2. The ability to control his emotions by developing self-discipline.
<b>Attitudes</b>			
The work in this unit should help the student to develop the following attitudes:			
1. Co-operation by displaying a willingness to consider the rights and feelings of others. 2. Willingness to be a co-operative family member.	1. Faith in ideals as expressed by a reverence for something greater than ourselves. 2. Growing responsibility by accepting his share of duties in the life around him at home, at school, and in the community.	1. Willingness to face up to his personal problems and to work intelligently towards their solution. 2. Responsibility for the selection of worthwhile goals for successful living.	1. Willingness to appraise his own personality objectively. 2. Willingness to consider how personality can be improved by conscious effort.

CHART XI: SCOPE AND SEQUENCE FOR UNIT VI, GROUP LIFE

Grade VII	Grade VIII	Grade IX	Grade X
<p>I. MR GROUPS</p> <p>A. Committees</p> <p>B. The Gang</p> <p>C. Class Organizations</p> <p>D. Behavior in a Group</p>	<p>I. GROUP LIVING</p> <p>A. Group Study Methods</p> <p>B. Contributions to the Group</p> <p>C. Classroom Behavior</p>	<p>I. MY GROUPS</p> <p>A. Loyalties and Evaluation of Loyalties</p> <p>B. Attitudes of the Individual in the Group</p>	<p>I. THE GROUP'S RESPONSIBILITIES TO THE INDIVIDUAL</p> <p>A. The Welfare of Individuals in the Group</p> <p>B. Benefits from Association with the Group</p> <p>C. Recreation and Anti-social Behavior Patterns</p> <p>D. Group Behavior</p>
<p>II. SOCIAL INSTITUTIONS</p> <p>A. The Home as a Social Institution</p> <p>B. Organizations</p> <p>C. The Church as a Social Institution</p>	<p>II. SOCIAL INSTITUTIONS</p> <p>A. The School as a Social Institution</p> <p>B. The Way the School Helps the Student to Adjust to His Environment.</p> <p>C. The Co-operation of Home and School</p>	<p>II. LIVING IN OUR SOCIETY</p> <p>A. Citizenship in a Community</p> <p>B. Religion in a Community</p> <p>C. Family Living</p>	<p>II. CHARACTERISTICS OF TEEN-AGE GROUPS</p> <p>A. Groups in which the Teen-ager May Belong and their Place in the Community</p> <p>B. Personality Development from Group Membership</p> <p>C. Improvement of the Gang</p> <p>D. The Individual in the Group</p>
<p>III. DEMOCRATIC LIVING</p> <p>A. The Community</p> <p>B. The Democratic School</p>	<p>III. DEMOCRATIC LIVING</p> <p>A. Contributing to the Community</p> <p>B. Democracy for Boys and Girls in Everyday Living</p>	<p>III. DEMOCRATIC LIVING</p> <p>A. Tolerance</p> <p>B. Sportsmanship</p> <p>C. Research Workers</p> <p>D. Democratic Procedures</p> <p>E. Participation and Responsibility</p> <p>F. Group Thinking</p>	<p>III. GROUPS IN OUR COMMUNITY AND NATION</p> <p>A. What Makes a Group?</p> <p>B. Being a Leader and a Follower</p> <p>C. Other Social Groupings</p>
<p>IV. GROUP THINKING</p> <p>Independent Action in the Group</p>	<p>IV. GROUP THINKING</p> <p>A. Group Projects</p> <p>B. Influence on the Group</p> <p>C. Adult Leadership</p>	<p>IV. LEISURE TIME ACTIVITIES</p> <p>Group and Individual Activities</p>	<p>IV. LEADERS AND FOLLOWERS</p> <p>A. Development of Leaders</p> <p>B. Being a Leader and a Follower</p>
<p>V. LEISURE TIME ACTIVITIES</p> <p>A. Interests</p> <p>B. Hobbies</p> <p>C. Using Our Time</p>	<p>V. LEISURE TIME ACTIVITIES</p> <p>A. Group Recreation</p> <p>B. Activities and Juvenile Delinquency</p>	<p>V. LEISURE TIME ACTIVITIES</p>	<p>V. THE GROUP AND LEISURE TIME</p> <p>A. Leisure Time Activities in the Community and at Home</p>
<p>VI. LEADERS AND FOLLOWERS</p> <p>A. Qualities of Leaders in the School</p> <p>B. Characteristics of Followers</p>	<p>VI. LEADERS AND FOLLOWERS</p> <p>A. Competition for Leadership</p> <p>B. Group Planning</p> <p>C. Progress Depends Upon Participation</p>		

CHART XII: SPECIFIC OBJECTIVES FOR UNIT VI, GROUP LIFE

Grade VII	Grade VIII	Grade IX	Grade X
<b>Understandings</b>			
As an outcome of the work in this unit, the student should acquire the following understandings:			
1. The actions of the individual in the group should be governed by worthwhile standards.	1. Intelligent participation in group activities is important to democratic living.	1. The good citizen possesses desirable personal qualities which influence the groups with which he is associated.	1. His choice of friends may influence his behavior.
2. Organized groups provide an opportunity for worthwhile use of leisure time.	2. School life provides opportunities for learning to work together effectively.	2. The mature individual respects the rights and privileges of others.	2. Leisure time activities should be purposeful and constructive.
<b>Skills, Abilities and Habits</b>			
The work in this unit should help the student to develop the following skills, abilities, or habits:			
1. The ability to distinguish between his responsibility to his groups and to himself.	1. The ability to be a leader some of the time and a good follower the rest of the time.	1. The habit of using leisure time constructively.	1. The ability to contribute constructively to group activities.
2. The habit of helping others.	2. The habit of doing his part to make his community a pleasant place in which to live.	2. The habit of weighing evidence carefully before reaching a decision.	2. The ability to use leisure time constructively.
<b>Attitudes</b>			
The work in this unit should help the student to develop the following attitudes:			
1. Responsibility for his actions as they relate to the welfare of himself, his groups, and society in general.	1. Appreciation of the value of social institutions in the community.	1. Co-operation with and respect for all worthy groups in the community.	1. Co-operation with the community in terms of total welfare.
	2. Respect for wholesome adult leadership.	2. Respect for the laws, traditions, and property of the community.	2. Willingness to act independently of the groups when the occasion demands it.

# CHART XIII:

## SCOPE AND SEQUENCE FOR UNIT VII, ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

Grade VII Growth in Height and Weight	Grade VIII One's Physical Resources and How to Use Them	Grade IX How the Body Makes Use of Food: Our Dependence Upon Oxygen	Grade X Man's Marvellous Control System
<p>A. Influence of Heredity</p> <p>B. Importance of a Well-balanced Diet in Growth</p> <p>C. Importance of Regular Exercise</p> <p>D. Importance of Rest</p> <p>E. A Happy Environment</p> <p>F. The Growth of the Skeleton</p> <p>G. The Growth of the Muscles</p>	<p>I. HOW THE BODY PREPARES FOOD FOR ITS USE</p> <p>A. Why We Need Food</p> <p>B. What is Digestion?</p> <p>C. The Nature of the Digestive Tract</p> <p>D. Steps in Digestion</p> <p>E. Appendicitis and Its Nature</p> <p>F. Food Poisoning</p> <p>G. Food Fads</p> <p>II. THE GREAT DELIVERY SYSTEM OF THE BODY</p> <p>A. Early Ideas About the Work of the Heart and the Importance of Blood</p> <p>B. Harvey's Work Revolutionized the Practice of Medicine</p> <p>C. The Heart as a Pump</p> <p>D. Heart Disease in Young People</p> <p>E. Heart Disease in Older People</p> <p>F. Our Transportation Lines</p> <p>G. What is in Blood?</p> <p>H. The Nature of Shock</p> <p>J. The Red Cross Blood Transfusion Service</p>	<p>A. The Influence of Food</p> <p>B. What Biochemists Are Discovering</p> <p>C. The Meaning of Metabolism</p> <p>D. Energy Value of Foods</p> <p>E. Influence of Calories on Weight</p> <p>F. The Importance of Protective Foods</p> <p>G. Dietary Deficiency Diseases</p> <p>H. How to Choose a Good Diet</p> <p>J. Helping to Select and Prepare Food at Home</p> <p>K. Our Dependence Upon Oxygen</p>	<p>A. A baby's Capacity to Learn is Dependent Upon the Nervous System.</p> <p>B. Man's Nervous System is Different From That of Animals.</p> <p>C. Individual Differences</p> <p>D. The Meaning of Maturity</p> <p>E. The Work of the Nervous System.</p> <p>F. The Structure of the Nervous System</p> <p>G. Reflex Actions and Conditioned Responses</p> <p>H. Fatigue and Its Effects</p> <p>J. Influence of Anxiety, Worry, and Nervous Tension</p> <p>K. Mental Diseases</p> <p>L. Physical Diseases That Injure the Nervous System.</p>



# CHART XIV:

## SPECIFIC OBJECTIVES FOR UNIT VII, ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

Grade VII	Grade VIII	Grade IX	Grade X
<p>As an outcome of the work in this unit, the student should acquire the following understandings:</p>			
<p>1. Heredity is the chief factor influencing the growth and development of the body but sound health practices contribute to one's inherited endowment.</p> <p>2. Good health practices are based on sound scientific research.</p>	<p>1. Knowing how the body digests food helps one to develop good eating habits.</p> <p>2. One can better protect the heart and help the body to nourish and safeguard the body by understanding the work they do.</p>	<p>1. Certain food factors have been proven essential to normal growth and development.</p> <p>2. The life of a cell and the functioning of all organs are dependent upon both food and oxygen.</p>	<p>1. The body is governed by a highly complicated and very specialized control system which responds to a wide variety of stimuli which arise from within the body and from one's environment.</p> <p>2. Both physical and mental illnesses may arise from disorders in the nervous system.</p>
<p><b>Skills, Abilities and Habits</b></p>			
<p>The work in this unit should help the student to develop the following skills, abilities, or habits:</p>			
<p>1. The ability to study with interest and understanding well-selected references giving information on the topics outlined.</p> <p>2. The habit of selecting healthful activities based on information gained from a study of growth, especially of the bones and muscles.</p>	<p>1. The ability to see the relationship between good health practices and the structure and work of the digestive and circulatory systems.</p> <p>2. The habit of practicing healthful living based on the information gained from a study of circulation and digestion.</p>	<p>1. The ability to select food that will provide the necessary essentials for health and growth.</p> <p>2. The ability to realize the importance of oxygen to the body and to develop habits that are conducive to the health of the respiratory system.</p>	<p>1. The ability to realize the effect of physical illness and emotional upsets on the nervous system and to take precautions to prevent illness and emotional tensions.</p> <p>2. The ability to analyze one's habits of living in order to discover ways of safeguarding the health of the nervous system.</p>
<p><b>Attitudes</b></p>			
<p>The work in this unit should help the student to develop the following attitudes:</p>			
<p>1. Acceptance of one's inherited growth potentialities and interest in making the most of this inheritance.</p> <p>2. Appreciation of what scientific research has proven to be important in developing strong bones and well formed muscles.</p>	<p>1. Awareness that studying digestion and circulation is of value in promoting one's personal health.</p> <p>2. Interest in the various types of research that have revealed the intricate processes of digestion and circulation.</p>	<p>1. Interest in and appreciation of the very complicated research on which the science of nutrition is based.</p> <p>2. Appreciation of the efforts made by health authorities to improve the diets of Canadians through education.</p>	<p>1. Appreciation that individual differences arise from wide differences in the functioning of one person's nervous system and another's.</p> <p>2. Willingness to accept the fact that the care of the nervous system is worthwhile and involves one's whole way of life.</p>

# CHART XV:

## SCOPE AND SEQUENCE FOR UNIT VIII, PREVENTING ACCIDENTS AND MEETING EMERGENCIES

Grade VII Contributing to Safety in the Home	Grade VIII Making the School a Safe Place in Which to Live and Work	Grade IX Learning How to Make Our Highways Safe	Grade X Safety in Canada: Cutting the Accident Toll and Meeting the Problems of Civil Defence
<p>236</p> <p>A. Falls B. Fire C. Poisons D. Cuts and Wounds E. Asphyxia</p>	<p>A. Why Accident Happen at School B. Special Hazards in Various Rooms C. Fire Drill D. Drowning E. First Aid F. Why Accidents Occur Going to and From School</p>	<p>A. Safety for Pedestrians B. Dangers Created by, and Dangers to Cyclists C. One's Responsibility to Become a Safe Driver D. Common Causes of Accidents</p>	<p>I. PROTECTION IN PUBLIC TRANSPORTATION II. PROTECTION IN RECREATION III. SAFETY IN INDUSTRY IV. DOING ONE'S SHARE IN CIVIL DEFENCE</p>

# CHART XVI:

## SPECIFIC OBJECTIVES FOR UNIT VIII, PREVENTING ACCIDENTS AND MEETING EMERGENCIES

Grade VII	Grade VIII	Grade IX	Grade X
<p><b>Understandings</b></p> <p>As an outcome of the work in this unit, the student should acquire the following understandings:</p>			
<p>1. Knowledge and application of safety measures is essential.</p> <p>2. The majority of accidents in the home can be prevented if care is exercised.</p>	<p>1. Safety at school depends to an extent upon the co-operation of everyone connected with the school.</p> <p>2. Everyone should know something of first-aid measures to be taken when accidents occur.</p>	<p>1. Each person has responsibility for learning how to prevent accidents.</p> <p>2. The waste resulting from accidents can be lessened by the application of knowledge and commonsense.</p>	<p>1. The accident picture for Canada as a whole can be improved by individual co-operation.</p> <p>2. Every citizen has an interest in the prevention of national disasters.</p>
<p><b>Skills, Abilities and Habits</b></p> <p>The work in this unit should help the student to develop the following skills, abilities, or habits:</p>			
<p>1. The habit of safeguarding others as well as himself in the home.</p> <p>2. The skill required to practice first-aid measures when the occasion demands them.</p>	<p>1. The habit of following safety rules and practices at school.</p> <p>2. The skill required to practice first-aid measures when the occasion demands them.</p>	<p>1. The habit of applying safety rules on the streets and highways.</p>	<p>1. The habit of acting in a manner that will contribute to general safety.</p> <p>2. The habit of using self-control to assist in the prevention of accidents in recreation, transportation and the community generally.</p>
<p><b>Attitudes</b></p> <p>The work in this unit should help the student to develop the following attitudes:</p>			
<p>1. Awareness of his share in the prevention of home accidents.</p>	<p>1. Willingness to assume some responsibility for the safety of others as well as himself.</p> <p>2. Awareness that knowledge of first-aid practices may prove vital in emergencies.</p>	<p>1. Responsibility for doing his share in the prevention of accidents.</p> <p>2. Appreciation that the application of safety principles will assist in making the community a safer place in which to live.</p>	<p>1. Concern for the results of accidents in recreation, transportation, and industry.</p> <p>2. Willingness to share in the maintenance of public safety.</p>

CHART XVII: SCOPE AND SEQUENCE FOR UNIT IX, CAREER PLANNING

Grade VII Cornerstones of Success	Grade VIII Job Understandings	Grade IX Education and the World of Work	Grade X Selecting a Vocation
<p>A. Biographies of Famous Men and Women</p> <p>B. Thrift Habits: Income, Expenses and Saving Gifts Clothing Hobbies</p> <p>C. Doing the Job Habits Courtesy and the part-time job</p>	<p>A. Work in the Community Survey of local jobs, Satisfaction in work</p> <p>B. Learning From Work The school provides job training Part-time jobs</p>	<p>I. PLANNING</p> <p>A. Fields of Occupations</p> <p>B. The Importance of Unskilled Labor</p> <p>II. JOB OPPORTUNITIES</p> <p>A. Major Industries in Alberta</p> <p>B. Supply and Demand in Jobs</p> <p>C. Opportunities for the Physically Handicapped</p> <p>III. FACTORS IN SUCCESS</p> <p>A. The Qualities Apparent in Successful People</p> <p>B. Personal Qualifications</p> <p>C. Success in School Work</p> <p>IV. TRAINING REQUIRED</p> <p>A. Part-time Work</p> <p>B. Standardized Tests and Interest Tests</p> <p>C. Aptitudes for Various Jobs</p>	<p>I. PLAN OF ATTACK</p> <p>A. General Points to Consider in Career Selection</p> <p>B. High School Education is an Asset</p> <p>C. Reasons People Select the Wrong Jobs</p> <p>II. THE IMPORTANCE OF INTERESTS IN CHOOSING A VOCATION</p> <p>A. Interests</p> <p>B. The Interest Inventory</p> <p>III. APTITUDES AND THEIR RELATIONSHIP TO VOCATIONAL CHOICE</p> <p>A. The Aptitudes and Abilities for Specific Vocations</p> <p>B. Ease of Learning</p> <p>C. Training on the Job</p> <p>IV. PERSONALITY AND ITS RELATIONSHIP TO VOCATIONAL CHOICE</p> <p>A. Personal Qualities Common to All Employees</p> <p>B. Failure in School and Success in Business</p> <p>C. Importance of Personality Factors</p>



V. DIGNITY OF LABOR	V. JOB FAMILIES AND JOB OPPORTUNITIES
A. All Work Demands Respect	A. Career Nights
B. Collective Bargaining	B. Job Families and Terms Used to Describe Them
	C. Reasons for Rapid Turn-over
	D. Factors That Affect Supply and Demand
	E. Survey of Local Job Prospects
VI. APPLYING FOR A JOB Appearance, References, and the Techniques of an Interview	VI. MAKING THE MOST OF OPPORTUNITIES TO SECURE EMPLOYMENT
	A. Reasons for Selecting Certain Jobs
	B. Information About Jobs
VII. ASSISTANCE IN GETTING A JOB National Employment Service, the Want Ad, and Adult Assistance	VII. EFFECTIVE PROCEDURES IN APPLYING TO SECURE EMPLOYMENT
	A. Letter of Application
	B. The Interview
	C. Reference
VIII. PROGRESS ON THE JOB A. Ways to Increase Knowledge and Understanding B. Factors in Promotion C. Team Performances D. Reasons for Discharge	VIII. MAKING GOOD ON THE JOB
	A. Reasons for Success
	B. School Habits that Help

# CHART XVIII: SPECIFIC OBJECTIVES FOR UNIT IX, CAREER PLANNING

Grade VII	Grade VIII	Grade IX	Grade X
<p>As an outcome of the work in this unit, the student should acquire the following understandings:</p> <p><b>Understandings</b></p>			
<p>1. The examination of careers of successful men and women can assist in the selection of worthwhile goals.</p> <p>2. The building of good work habits is important to daily living.</p>	<p>1. Employment in the part-time job requires knowledge and application of good work habits.</p> <p>2. The characteristics of different jobs in the community vary greatly.</p>	<p>1. Knowledge of the job world, particularly in Alberta, is important in long-range vocational planning.</p> <p>2. Adequate preparation and planning is helpful in career selection.</p>	<p>1. High School education is generally an asset.</p> <p>2. Choosing a vocation requires special planning and preparation.</p>
<p>The work in this unit should help the student to develop the following skills, abilities, or habits:</p> <p><b>Skills, Abilities and Habits</b></p>			
<p>1. The habit of doing any job well.</p>	<p>1. The habit of doing part-time jobs thoroughly.</p>	<p>1. The ability to evaluate himself in terms of his ultimate career choice.</p>	<p>1. The ability to assess the special requirements of different vocations.</p> <p>2. The ability to recognize and apply the qualities that make for success in a job.</p>
<p>The work in this unit should help the student to develop the following attitudes:</p> <p><b>Attitudes</b></p>			
<p>1. Respect for the contributions that others have made to the world in which he lives.</p> <p>2. Appreciation for the proper use of money.</p>	<p>1. Willingness to acquire sound work habits.</p> <p>2. Respect for a job well done.</p>	<p>1. Responsibility for sound vocational planning.</p> <p>2. Willingness to contribute his best in any job situation.</p>	<p>1. Critical inquiry respecting information about future job opportunities.</p> <p>2. Willingness to develop insofar as possible the personal characteristics that will help him do a better job.</p>

## IV. REFERENCE LISTS

### PRIMARY REFERENCES

#### Grade VII

1. *For Healthful Living*, Jones, Morgan and Landis (Health Reference)
2. *You're Growing Up*, Shacter, Jenkins and Bauer, or *About Growing Up*, National Forum Inc.

#### Grade VIII

1. *Good Health For Better Living*, Jones, Morgan and Landis (Health Reference)
2. *Into Your Teens*, Shacter, Jenkins and Bauer, or *Being Teen-Agers*; National Forum Inc.

#### Grade IX

*Study Your Way Through School*, Gerken  
*4-Square Planning for Your Career*, Hamrin  
*Personality and School*, Bliss (1952-53 edn.)  
*Health Through Science*, Charters, Smiley and Strang  
(Revised by Rae Chittick, 1952-53)

#### Grade X

1. *Health for You*, Crisp
2. *Personal Problems*, Geisel
3. *How to Study*, Kornhauser

### SECONDARY REFERENCES

- A. **Life Adjustment Booklets** (Arranged by Units for Grades VII to X). These booklets are relatively inexpensive, and may be obtained on special order from the School Book Branch, Edmonton. Additional titles in this series will appear from month to month and may be obtained from the School Book Branch or by writing directly to the Canadian representatives, W. J. Gage and Co., Toronto.

#### UNIT I

Grades VII, VIII, IX and X

"How to Write Better", Flesch; "Streamline Your Reading", Witty.

Grades IX and X

"High School Handbook", Bennett; "What Good is High School", Lindquist; "Why Stay in School", Taylor.

#### UNIT V

Grades VII, VIII, IX and X

"Money and You", Lasser; "Where Are Your Manners", Hertz; "Understanding Yourself", Menninger; "Enjoying Leisure Time", Menninger.

Grades IX and X

"How to Solve Your Problems", Seashore and Van Dusen; "What Are Your Problems", Remmers and Hackett; "What is Honesty?" Clark; "Your Behavior Problems", English and Foster; "How to be a Better Speaker", Sondel; "Growing Up Socially", Weitzman; "Getting Along With Others", Shacter.

## UNIT VI

Grades VII, VIII, IX and X

"Getting Along With Brothers and Sisters", Ullman

Grades IX and X

"How to Live With Parents", Jenkins; "Your Club Handbook", McDowell

Grade X

"Facts About Juvenile Delinquency", Strang

## UNIT VII

Grades VII, VIII, IX and X: "You and Your Health", Gallagher

## UNIT IX

Grades VIII, IX and X

"Baby-sitters' Handbook", Flander

Grades IX and X

"How to Get the Job", Dresse; "School Subjects and Jobs", Schloerb; "What Employers Want", Worthy; "Your Personality and Your Job", Chapman; "Choosing Your Career", Humphreys; "Discovering Your Real Interests", Kuder and Paulson; "Our World of Work", Wolfbein and Goldstein

## B. Other Secondary References

### Grade VII

1. *First Aid to the Injured* (1951 Edn.), St. John Ambulance Association
2. *Heroes of Civilization*, Cattler and Jaffee
3. *Leaders in Other Lands*, Eaton, Chase and Nevin
4. Free pamphlets, Department of Health, Government of Alberta, Edmonton.  
"Respiratory Diseases"; "About Rheumatic Fever"; "Rheumatism"; "Common Childhood Diseases"; "Disinfection"; "Quarantine Regulations" (Chart); "What You Should Know About Tuberculosis"; "Poliomyelitis".
5. Free pamphlets and leaflets, Nutritionist, Department of Health, Government of Alberta.  
"Canada's Food Rules"; "Score Sheet for Each Day's Meals"; "How Well Fed Are You"; "Eat Right, Score High"; "Growing".

### Grade VIII

*First Aid to the Injured* (1951 Edn.), St. John Ambulance Association.

### Grade IX

1. *First Aid to the Injured* (1951 Edn.), St. John Ambulance Association
2. *One Hundred Guidance Lessons*, Endicott
3. *A Boy Grows Up*, McKown
4. *High School Life*, National Forum Inc.
5. *Planning Your Life for School and Society*, Eastburn, Kelly and Falk
6. *Living Your Life*, Crawford, Cooley and Trillingham



7. Free pamphlets and posters from the Alberta Motor Association, Edmonton and Calgary.

See also secondary references for Grades VII and VIII, particularly the list of pamphlets available from the Department of Health.

#### Grade X

1. *First Aid to the Injured* (1951 Edn.), St. John Ambulance Association
2. *Careers for Canadian Women*, Carriere
3. *Manners Made Easy*, Beery
4. *Discovering Myself*, National Forum Inc.
5. *Your High School Days*, Detjen and Detjen
6. *Plans for Your Future*, Detjen and Detjen
7. *How to Get and Hold the Job You Want*, Larison
8. *Living and Planning Your Life*, Newsom, Douglas and Dotson
9. *Understanding Yourself and Your Society*, Ewing
10. *This Way Please*, Boykin
11. *Health Reference Book*, Health and Welfare Division, Department of Trade and Commerce, Ottawa.
12. Free pamphlets from the Department of Health, Edmonton "Canada's Health and Welfare Program"; "Pure Food-Safe Drugs"; "The Health Grants and the Joneses"; "Your Health Services"; "Your Health Unit"; "Venereal Disease—What You Should Know"; "Rural Waters", (pollution, simple home filters).

#### TEACHER REFERENCES

##### Basic:

1. *Psychology for Living*, Sorenson and Malm
2. *Health Observation of School Children*, Wheatley and Hallock

##### Additional

1. *Introductory Psychology*, Averill (an alternate with *Psychology for Living*)
2. *First Aid Manual*, Canadian Red Cross Society, Calgary
3. *The Story of Blood* (free), Canadian Red Cross Society, Calgary.

#### GENERAL REFERENCES

##### Pamphlets, Papers, and Publications

These are not stocked by the School Book Branch but must be obtained from the addresses listed below.

1. "Within Our Borders", (free), Department of Economic Affairs
2. "Your Health Services", (free), Alberta Department of Health
3. "Health and Welfare", Department of National Health and Welfare, Ottawa, (free).
4. Department of Health Publications (free), Edmonton
5. "Alberta At A Glance", (free), Department of Economic Affairs
6. *Canada Year Book*, Dominion Bureau of Statistics, Ottawa
7. "Fire Prevention Education, Teachers' Manual, 1950", Dominion Fire Prevention Association, Ottawa, Ont.

8. Health Bulletins (free), Metropolitan Life Insurance Co., Toronto, Ontario
9. Pamphlets (free), Guidance Branch, Department of Education, Edmonton:
  - "Questions and Answers on Smoking"
  - "Occupational Trends and Employment Opportunities"
  - "Alberta Occupations Series"
  - "How to Study an Occupation"
  - "How to Build an Occupational Information Library"
  - "The Personal Interview"
  - "The Film in Group Discussion"
  - "Hints to Interviewers"
  - "Free and Low-Priced Material in the Vocational Guidance Field"
  - "Outline of Degree Courses Offered by Canadian Universities"
  - "Supplement to Outline of Degree Courses"
  - "Non-degree Courses Available in Canadian Universities and Special Schools."
10. Publications on health, physical education, and recreation (free) published by Physical Fitness Division, Department of National Health and Welfare, 1315-16 Avenue N.W., Calgary.
11. Safety Material, Workmen's Compensation Board, Provincial Building, Edmonton.
12. Apprenticeship Act (free), Director of Apprenticeship, Alberta Jasper Building, Edmonton.
13. Publications (free), Alberta Safety Council, 9656 - Jasper Avenue, Edmonton.
14. Junior Red Cross publications (free), Canadian Junior Red Cross, 1504 - 1st Street East, Calgary.
15. Alberta Motor Association pamphlets (free), 9905 - 101A Avenue, Edmonton.
16. Pamphlets and posters (free), Alberta Tuberculosis Association, Calgary.
17. Snellen Eye Chart (free), Canadian National Institute for the Blind, Calgary and Edmonton.

## **UNIT OUTLINES**

## GRADE X—UNIT I—SUCCESS IN HIGH SCHOOL

### POINT OF VIEW

The topics and activities in Unit I deal with various aspects of school life. This unit is designed to promote better study habits, good school spirit, and positive planning for future education.

### GRADE VII

This unit should help the student to adjust himself to the changes his school situation may have undergone.

In Grade VII some emphasis is given to problems arising from the transition of the student from elementary school to junior high school. To the end of Grade VI his school program has been largely of the activity type and he is now brought into contact with more formal subject-matter instruction. Instead of one teacher with whom he is constantly working he may now meet several and for relatively short periods of time. Also, the student is often unfamiliar with study assignments. Discussion of study habits and skills may serve the purpose of getting him off to a good start so that he can develop sound methods of study. Even though many students will continue under a one-teacher arrangement and often with more than one grade in the same room, they will be expected to do a good deal of research in connection with assignments and will be called upon to prepare and present reports.

Students in Grade VII can benefit by participating in the activities sponsored by the Students' Union. Often the student will become a member of a Junior High School Students' Union. In some junior high schools the students in Grade VII are given the responsibility for much of the detail work relating to student-sponsored activities. The student should be aware of the part he can play in developing school spirit.

### GRADE VIII

The courses in Grades VII and VIII are arranged to permit cycling in schools where the two grades receive much of their work together. Treatment of similar topics will vary according to the type of school and the maturity of the students. The material dealing with study habits bears repetition from grade to grade since the student's approach to study varies according to his maturation. The section on reading is designed not to develop reading skills but to emphasize the value of and necessity for efficient reading as a necessary part of effective study techniques. The material in this section should be correlated with the work which the English teacher is doing.<sup>1</sup> The material in the section should give the student some information about the Grade IX year and should emphasize the value of acquiring further education.

During the second year of his junior high school life the student can be expected to take a more active part in the extra-curricular program by serving on committees and by assuming more responsibility for school activities generally.

### GRADE IX

Since the student in Grade IX is writing departmental examinations at the end of the year a discussion of study techniques and specific learning

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<sup>1</sup> See *Junior High School Curriculum Guide for Literature, and Reading for Meaning*.



skills seems very appropriate. However, the final examinations are but one of the ends that such discussion serves. Through his increased maturity the student should give serious consideration to the direction that his future training will take. Using this as a goal, he may be encouraged to interest himself in effective ways of learning. If held early in the school year, a discussion of study methods should prove of some assistance to the student in approaching his assignments from day to day. Teachers may adapt the course to the needs of the students and may offer any unit or part of a unit whenever it is considered desirable. The direction of the students' effort in examining study techniques and learning skills should be toward self-improvement and further development of specific skills. The Grade IX student should assume more initiative in and responsibility for the development of good school spirit. He should be made aware of his responsibilities as a senior student in the junior high school, especially in setting an example for the younger students.

#### **GRADE X**

This unit should attempt to make more purposeful the study methods required at this grade level. At the same time the student should be brought to see that a well-planned school program will provide opportunity for the development of extra-curricular interest. He should be encouraged to appreciate the fact that further education and training will enable him to meet competition which he may face in his future life. The student should acquire some insight into clear thinking by studying motivation and emotions as they affect learning.

#### **SPECIFIC OBJECTIVES**

##### **Understandings**

As an outcome of the work in this unit, the student should acquire the following understandings:

1. Success in high school depends to a great extent upon one's own efforts.
2. Effective learning is largely affected by motivation.

##### **Skills, Abilities and Habits**

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to organize his work and to concentrate in a satisfactory manner.
2. The habit of exercising initiative when the occasion demands it.

##### **Attitudes**

The work in this unit should help the student to develop the following attitudes:

1. Scientific analysis in his approach to a new problem.
2. Co-operation with those with whom he is working in the school situation.

#### **REFERENCES**

*How to study*

*Personal Problems*, Ch. 18

Films and Filmstrips (See Appendix)

## OUTLINE OF UNIT I

### SECTION I—HIGH SCHOOL

- A. Orientation
- B. Planning
- C. Student Activities

### SECTION II—LEARNING

- A. Individual Progress and Self-improvement
- B. Study Habits
- C. Motivation
- D. The Effects of Emotions Upon Learning
- E. Clear Thinking.

#### NOTE:

In addition to the usual evaluation devices and methods, (which will be used in this course as in other courses), sections will be generally concluded by one or more suggestions as to possible evaluation of the material.

As mentioned in the introduction, neither the suggested activities nor the sequence are intended to be prescriptive or limiting. As there is more material at each grade level than can be thoroughly covered in any one year, the teacher should adapt the material according to local conditions. Although a sequence of units is suggested in the introduction, the teacher may deal with the units in any order.

## GRADE X—UNIT I—SUCCESS IN HIGH SCHOOL

(suggested time allotment 2-4 weeks)

### SECTION I—HIGH SCHOOL

Content	Teaching Procedures and Suggested Activities
A. Orientation	<ol style="list-style-type: none"><li>1. In a school assembly at the beginning of the term the Principal can introduce members of the teaching staff.</li><li>2. In initial class session the teacher can give a brief sketch of himself. The first issue of the school paper should contain these sketches along with any special interests of the teacher.</li><li>3. Methods for getting acquainted:<ol style="list-style-type: none"><li>(a) Each student should tell the class his name, previous school, hobbies, and special interests.</li><li>(b) A student distributes a seating plan showing the name and location of each student in the class.</li><li>(c) A "get acquainted" party or gathering may be organized.</li><li>(d) A class discussion on the essentials of friendship in the school may be held. The following points might be stressed Be polite to all people in the school; Be pleasant to other students; Avoid forming cliques; Try to create a good first impression; Do not wear clothing or insignia of another school; Show an interest in your classmates.</li></ol></li></ol>

Content	Teaching Procedures and Suggested Activities
<b>B. Planning</b>	<ol style="list-style-type: none"> <li>Depending upon the offerings of the particular school, the following topics should be discussed in terms of their implications for various aspects of life—vocations, occupations and development of special interests.               <ol style="list-style-type: none"> <li>University Matriculation</li> <li>High School Diploma</li> <li>Various elective programs.</li> </ol>               The teacher should discuss with the class the place of the compulsory subjects.             </li> <li>Review briefly Unit III, Grade IX “Planning for the future.”</li> <li>A student-directed forum should attempt to make a complete analysis of the topic; “Why a High School Education is Important.” This discussion should deal specifically with personal satisfaction, competition to be anticipated in the world of work, minimum educational demands of business, industry, and higher institutions of learning.</li> <li>Assign as an essay: “What should education offer the individual?” A committee should report on the kind of information that students feel is required for their future training, and direct a discussion as to how this information can best be obtained.</li> </ol>
<b>C. Student Activities</b>	<ol style="list-style-type: none"> <li>The teacher should familiarize the student with any of the following which are features of the school; academic awards, awards for sports, music and other symbols and insignia, the school colors, crests and other activities.</li> <li>By group discussion the following should be emphasized. The students should become familiar with the purpose and functioning of student government. Depending on the school, this might include the students’ union, the student’s council, elections, eligibility for nomination and the responsibilities of students for the functioning of student government.</li> <li>The students should be made aware of the range of extra-curricular activities offered by the school. Students’ Council, school publications and notice boards may be used effectively for the purpose.</li> </ol>

Evaluation Devices

- Draw up an objective test to check the student’s knowledge of school tradition, rules and regulations.
- A set of questions might be developed to test the attitudes of the students towards High School education.
- Develop an objective test to discover the kinds of information that students require for their future training.

SECTION II—LEARNING

Content	Teaching Procedures and Suggested Activities
<b>A. Individual Progress and Self-improvement</b>	<ol style="list-style-type: none"> <li>Have the class discuss the value of interviews with individual teachers about difficulties in the work, details of assignments, etc.</li> </ol>

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li data-bbox="434 166 1039 265">2. The teacher can explain to the class some of the advantages of interviews between parents and teachers. The class should be asked to offer additional suggestions as to possible values.</li> <li data-bbox="434 274 1039 345">3. Where the school has available a counseling service the teacher should explain the ways in which the counseling staff can be of service to the student.</li> <li data-bbox="434 354 1039 641">4. Appoint a student to examine in detail the nature and purpose of the Report Card, and report to the class on his findings. Discussion can be developed best with a hypothetical report card, completed to show the year's work. Attention should be drawn to the changes in marks, and possible reasons for the changes. If a deterioration in marks is evident, the class can be encouraged to suggest what may have caused this, and how the situation may be improved. The class should be made familiar with school regulations that affect scores, such as penalties for late assignments, the effect of term tests on final scores for the year's work, etc.</li> <li data-bbox="434 650 1039 811">5. Develop in class discussion some of the reasons for attempted over-achievement. A discussion on the cause of under-achievement should bring out the possible effects on the peer group as well as on the student, of participation in extra-curricular activities to too great an extent and basic difficulties inherited from earlier years at school.</li> <li data-bbox="434 820 1039 865">6. Have the students write a short essay on, "How can I get the most out of classroom instruction?"</li> <li data-bbox="434 874 1039 964">7. By group discussion have students distinguish between learning which tends toward self-improvement or its opposite. Assign to a panel of students the topic, "When is a man learned?"</li> </ol>
<p data-bbox="85 999 258 1017"><b>B. Study Habits</b></p>	<ol style="list-style-type: none"> <li data-bbox="434 999 1039 1062">1. For review of essential points the teacher should refer to Unit I, Grade VII; Unit I, Grade VIII; and Unit I, Grade IX.</li> <li data-bbox="434 1071 1039 1116">2. Develop methods for proper recording of assignments.</li> <li data-bbox="434 1125 1039 1241">3. The class might prepare a chart or summary showing what to do and what not to do in the preparation of assignments. This chart would contain a list of distractions to proper study, hints to assist in concentration, etc.</li> <li data-bbox="434 1250 1039 1277">4. Determine by discussion the ideal place to study.</li> <li data-bbox="434 1286 1039 1376">5. Each student should keep a daily study schedule for one month or one week of the fall term. These should be reviewed in class for comment or criticism.</li> <li data-bbox="434 1385 1039 1430">6. Discuss, "Home study is necessary for Grade X students."</li> <li data-bbox="434 1438 1039 1510">7. Assign to committee the task of listing the means by which they can improve their attitude toward learning.</li> </ol>
<p data-bbox="85 1537 232 1564"><b>C. Motivation</b></p>	<ol style="list-style-type: none"> <li data-bbox="434 1537 1039 1643">1. In discussing the relationship of effective learning to motivated learning the teacher should direct attention to the following: physical drives such as hunger, thirst, sex, pain, fatigue, effects of warmth and coldness, fear; rewards and satisfactions; pun-</li> </ol>



Content	Teaching Procedures and Suggested Activities
	<p>ishments; competition; social motives; goals and achievement.</p> <ol style="list-style-type: none"> <li>Students should be asked to explain in an essay, how drives operate to affect motivation; for example, the adaptability of people to the amount of sleep they have.</li> <li>Have students compile a list of the usual rewards placing them in order of preference. Included in the list might be praise, public opinion, promotion, money, medals, diplomas, etc.</li> <li>Obtain student reaction to the effects of poor grades, failure and loss of privileges, upon the development of a student at the Grade X level.</li> <li>Let the class divide students in general into three groups: excellent, average, and poor. Have the class write a description of each of the three kinds of student, and explain why he does the kind of work he does, as shown by his marks.</li> <li>Why are goals of value in achieving satisfactory results.</li> <li>An effort should be made to show how practice is necessary to thorough learning.</li> </ol>
<p><b>D. The Effects of Emotions Upon Learning</b></p>	<ol style="list-style-type: none"> <li>Set up a committee, which will try to explain the term, "emotion". Some discussion of its glandular effects would be in order.</li> <li>Appoint student committees to consider the following statements and report to the class:               <ol style="list-style-type: none"> <li>Emotional outbursts make clear thinking difficult.</li> <li>Creative work involves emotion—for example, great buildings, fine music, poetry, etc.</li> </ol> </li> <li>Assist a student committee in organizing and presenting a forum on the subject, "Emotional drives are important to our progress in school."</li> <li>Through class discussion encourage the class to consider attitudes objectively, and ask them to attempt to determine the extent to which their understanding is affected by emotional concern. For example, those which students might give are: attitudes towards stealing, race, religion, cheating, home, school.</li> </ol>
<p><b>E. Clear Thinking</b></p>	<ol style="list-style-type: none"> <li>The class should be asked to discuss the need for clear understanding about a question before forming opinions. Try to obtain from them some understanding of the effects of propaganda.</li> <li>Ask the students to prepare a list of superstitions and their origins.</li> <li>Have the students attempt to analyze and state which of the above should be avoided and to give examples of faulty thinking with respect to these.</li> </ol>

#### Evaluation Devices

- "The radio does not disturb me during study sessions." Have the class discuss the statement carefully. Evaluate the results in detail.
- Obtain from the class a summary of their considered opinions on the effects which emotions have upon learning.

## GRADE X—UNIT II—PREPARATION FOR FAMILY LIFE

### POINT OF VIEW

This unit is designed to help the adolescent child to take stock of himself and to give him an understanding of the various changes in growth and development which are part of the normal process of growing up. There is some repetition from grade to grade but the approach and emphasis will vary with the changing interests and attitudes of pupils as they grow and develop from year to year.

#### GRADE VII

In Grade VII the discussions are focussed on improving one's physical efficiency and appearance by setting up standards, such as those for good posture, vision, hearing and dental health, and learning to measure oneself against these standards. Health practices that will help one meet these standards are stressed.

#### GRADE VIII

In Grade VIII the class studies the factors that contribute to individual differences in growth and finds out how nature produces the changes that lead to manhood and womanhood. Emphasis is placed on understanding both the physical changes and the changes in emotions and attitudes that accompany these physical changes.

#### GRADE IX

Grade IX children should assume much responsibility for their own health and this section is designed to help them assume this responsibility. Emphasis is placed on learning to protect oneself from disease, recognizing deviations from the normal, taking steps to improve one's appearance, and adopting a cheerful optimistic outlook towards life.

#### GRADE X

In Grade X the emphasis is shifted from personal health to a knowledge of new life and how it begins and develops. This phase of the unit emphasizes growth through an understanding of the marvellous properties of the cell, the mechanism of inheritance, the importance of parents, and the value of family life.

### SPECIFIC OBJECTIVES

#### Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. The cell is the unit of living matter and possesses many unique properties.
2. All living forms must have parents, and through special sex cells each parent contributes to the inheritance of an offspring.
3. There are definite laws of inheritance that determine many of our characteristics.

#### Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The habit of accepting home responsibility and its accompanying discipline.

2. The habit of seeking information on reproduction and sex relationships from responsible people or authoritative books.
3. The ability to look after one's own health and to contribute to the welfare of others.

### Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Appreciation of the marvellous properties of the cell and the continuing process of life.
2. A desire to make the most of one's inheritance and to contribute to the improvement of home, school, and community life.

### REFERENCES

*Health for You*, Chapter 21

Any standard Biology reference

Films and filmstrips (See Appendix)

### OUTLINE OF UNIT II

- A. How Living Forms Reproduce
- B. How Heridity Affects Human Life.
- C. What Science Has Discovered About Growth and Development.
- D. The Importance of Accepting and Sharing Responsibility in the Home.
- E. Learning to Adjust to Others.

## GRADE X—UNIT II—PREPARATION FOR FAMILY LIFE

(suggested time allotment 3 weeks)

Content	Teaching Procedures and Suggested Activities
<b>A. How Living Forms Reproduce</b> The cell Higher organisms are made up of many cells All cells have the power of propagating their own kind.	<ol style="list-style-type: none"> <li>1. Have the pupils read about, and give a description of the structure of the cell.</li> <li>2. Have the pupils draw a diagram of the cell and name the parts.</li> <li>3. Have the pupils examine a sample of pond water under a microscope and watch the movement and the multiplying of an amoeba.</li> <li>4. Have the pupils, through reading, identify the different kinds of cells in the human body.</li> <li>5. Explain the function of the different kinds of cells.</li> <li>6. Teach a lesson on the division of the cell. Using diagrams bring out the meanings of such terms as centrosome, spindle, chromatin, chromosomes, cytoplasm, gametes, zygote.</li> </ol>
<b>B. How Heridity Affects Human Life</b> Special sex chromosomes have property of determining the sex of the offspring.	<ol style="list-style-type: none"> <li>1. Have the pupils do research and present reports on the theories of Weismann, Lamarck, De Vries, Darwin, Mendel.</li> <li>2. Have the pupils make a chart of three generations of Mendel's sweet pea experiments .</li> </ol>

Content	Teaching Procedures and Suggested Activities
<p>Outside agencies such as X-rays may bring about mutations.</p>	<ol style="list-style-type: none"> <li>3. Have the pupils learn the meanings of such words as mutant, hybrid, dominant and recessive characteristics.</li> <li>4. Teach a lesson on sex chromosomes.</li> <li>5. Assign reading on the topic of mutations.</li> </ol>
<p><b>C. What Science Has Discovered About Growth and Development.</b></p>	<ol style="list-style-type: none"> <li>1. Teach a lesson on steps by which a fertile egg develops into a many-celled animal.</li> <li>2. Direct research on the difference between the lower forms of life and mammals in the development of young, number of offspring, etc.</li> </ol>
<p><b>D. The Importance of Accepting and Sharing Responsibility in the Home.</b></p>	<ol style="list-style-type: none"> <li>1. Have a group of pupils prepare a panel discussion on the responsibility each member of the family should assume in the home.</li> <li>2. Discuss the changes that have occurred in family life as a result of increased leisure time, the trend toward urban dwelling, the increase in the number of families, dwelling in smaller homes and suites, and the increase in "luxuries".</li> </ol>
<p><b>E. Learning to Adjust to Others</b></p>	<p>Trace the progress made by the child, from infancy to maturity, in adjusting to others—first the mother, then the father and other members of the family, the teacher, others of the same sex, members of the opposite sex.</p>



## GRADE X—UNIT III—CANADA'S PROGRESS IN PUBLIC HEALTH

### POINT OF VIEW

This unit gives the student insight into the great problems man has faced in his efforts to conquer disease and create a healthful environment. The unit begins with the work of scientists in early civilizations and traces the progress made through the ages to modern times. Stress should be placed on the way in which the various scientific and medical discoveries helped to improve living.

#### GRADE VII

In Grade VII the student learns about the beginnings of medical science and discovers the difficulties experienced by leaders in science in overcoming superstition and prejudice. The teacher may find that there is not enough time to discuss the work of all the health heroes mentioned, but the contributions of a sufficient number should be covered to develop an appreciation of what we owe to these great scientists and humanitarians.

#### GRADE VIII

In Grade VIII more emphasis is placed on recent discoveries that promote health and overcome disease. Relationships between progress today and earlier discoveries should be pointed out, since all scientists build on the work of other scientists who have preceded them. Considerable emphasis should be given to the part played by emotional stress in causing disease, and the importance of seeking sound medical advice in all types of illness.

#### GRADE IX

The Grade IX section of the unit shows how scientific progress is altering our way of life; It reveals that, although we are solving many of our health problems, changes in patterns of civilization are creating new ones. A good example of a new problem is the increase in the average span of life which in turn increases the diseases of middle life and old age and creates new economic problems.

#### GRADE X

Unit III in Grade X discusses the benefits the people of Canada enjoy through health services provided by the Federal and Provincial Governments. Pupils should be led to see that health is much more than an individual matter and that the well-being of a nation is dependent upon the co-operative effort of all its citizens in promoting national and world health.

### SPECIFIC OBJECTIVES

#### Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. Health progress is more than a national responsibility, and Canada must do her share to assist less fortunate countries.
2. The Federal and Provincial Health Departments make distinct contributions to Canada's health and welfare.
3. Disease can readily spread from one country to another, and all nations must co-operate to improve world health.

**Skills, Abilities and Habits**

The work in this unit should help the student to develop the following skills, abilities, and habits:

- 1. The skill required to search for and interpret pertinent information in references such as reports, pamphlets, and current newspaper articles.

**Attitudes**

The work in this unit should help the student to develop the following attitudes:

- 1. Interest and co-operation in promoting health in Canada and in other countries in the world.

**REFERENCES**

*Health for You*, Chapter 27  
*Health Reference Book*, (Teachers' Reference), Department of Trade and Commerce, Ottawa, Ontario.  
"Health and Welfare", monthly magazine (free), Department of National Health and Welfare, Ottawa.  
Publication on the school lunch program, Nutrition Services, Provincial Department of Agriculture, Edmonton  
Provincial Department of Health pamphlets:  
    Your Health Services  
    Common Childhood Diseases  
    The Rat Menace  
    Tuberculosis  
Films and filmstrips (See Appendix)

**OUTLINE OF UNIT III**

- A. The Division of Responsibility for Health
- B. Canada's International Responsibilities in Health
- C. Federal Efforts to Equalize Health Services in Canada
- D. Improved Medical Services for Indians and Eskimos
- E. Rigid Control of the Sale of Narcotics
- F. The Trend Towards Public Security Measures and Group Insurance
- G. What Alberta is Doing in Public Health

**GRADE X—UNIT III—CANADA'S PROGRESS IN PUBLIC HEALTH**  
(suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
A. The Division of Responsibility as Set Down in the B.N.A. Act.	<ul style="list-style-type: none"><li>1. Set up committees to study and give reports on the various topics listed here. One committee might give a symposium on the organization and work of the World Health Organization, stressing Canada's responsibility in this organization.</li><li>2. The Federal Government is influencing health services in the provinces. Discuss this point in relation to the division of responsibility as set down in the B.N.A. Act.</li></ul>

Content	Teaching Procedures and Suggested Activities
<p><b>B. Canada's International Responsibilities</b>  W.H.O.  International control of narcotics  Implementing quarantine regulations (International Convention of Paris)  Sick mariners' service</p>	<ol style="list-style-type: none"> <li>1. Obtain a copy of the Health Reference Book, (Department of Trade and Commerce, Ottawa) and list Canada's international responsibilities as set down in this reference.</li> <li>2. Have the pupils find out about the work of a quarantine station, e.g., the station at William's Head, near Victoria.</li> </ol>
<p><b>C. Federal Efforts to Equalize Health Services in Canada</b>  Work of National Research Council  Importance of Dominion Bureau of Statistics  Work of Dominion Health Council  Work of Dominion Cancer Institute  Educational services — literature, films, radio broadcasts, etc.  Special surveys, e.g., sickness surveys, nutrition surveys  Special grants to provinces</p>	<ol style="list-style-type: none"> <li>1. (a) Through panel discussion, open forums and committee reports bring to the attention of the class the Federal Government's efforts to equalize health services in Canada.  (b) Discuss why this is important.  (c) Compare the difficulties in provinces like Newfoundland or New Brunswick with the advantages enjoyed by Ontario and Alberta.</li> <li>2. The Department of National Health and Welfare has conducted a sickness survey recently. Watch for current articles on this survey.</li> <li>3. Discuss what can be learned from nutrition surveys.</li> <li>4. (a) Statistics form the foundation of every good health program. Write a note on why statistics are so important in a health program.  (b) Discuss the meaning of vital statistics.  (c) Using the <i>Canada Year Book</i> find out how birth and death rates are computed.  (d) How are infant mortality rates computed?  (e) What can we learn from such rates?  (f) Discuss the work of the National Research Council and the Dominion Health Council.</li> <li>5. If your school is not receiving the monthly magazine, "Health and Welfare", ask the Department of National Health and welfare to put your school on their mailing list.</li> </ol>
<p><b>D. Improved Medical Services for Indians and Eskimos</b>  Better hospitals  Nursing stations  Health surveys, e.g., tuberculosis survey</p>	<p>Discuss some of the serious problems related to the health of Indians and Eskimos. Have the pupils find out what the Department of National Health and Welfare is doing to meet these problems.</p>
<p><b>E. Rigid Control of the Sale of Narcotics</b></p>	<p>Have the pupils interview local police authorities to find out the regulations regarding the control and sale of narcotics.</p>
<p><b>F. The Trend Towards Public Security Measures and Group Insurance:</b>  Workmen's compensation  Unemployment Insurance  Family allowances</p>	<ol style="list-style-type: none"> <li>1. Discuss the reasons for the movement towards social security.</li> <li>2. Have committees report on benefits under the Workman's Compensation Act, unemployment insurance, Blue Cross, Medical Services Inc., etc. Find out what sickness insurance or benefits are carried by your family.</li> </ol>

Content	Teaching Procedures and Suggested Activities
<p>Old-age pensions and pensions for blind Schemes for prepaid hospital and medical care.</p> <p><b>G. What Alberta is Doing in Public Health:</b></p> <p>Health education Rural health units Hospital and medical services Blood transfusion depots Cancer diagnostic clinics Sanitary engineering Provincial laboratories Nutrition services Tuberculosis control Mental health Public health entomology Cerebral palsy clinics Treatment of rheumatoid arthritis</p>	<p>3. Discuss Alberta's dollar-a-day hospitalization plan.</p> <p>1. Have the pupils prepare an illustrated booklet based on a survey of Alberta's Public Health Program.</p> <p>2. Prepare an advertising program to familiarize all the students in your school with the facilities provided by the Department of Health.</p> <p>3. Send to the director of Nutrition Services for material on improving the school lunch.</p> <p>4. Have the pupils find out the extent of the public health services in their community.</p> <p>5. Have the pupils discover what service is provided for the following: (a) cancer patients? (b) tuberculosis patients? (c) mental health? (d) crippled children? (e) arthritis?</p> <p>6. Have the pupils discover what service is being provided to combat the following: (a) Rat-borne diseases? (b) Tick-borne diseases?</p> <p>7. Have the pupils discover what the school can do to co-operate with the above services.</p>



## GRADE X—UNIT IV—THE PROVINCIAL HEALTH DEPARTMENT HELPS TO PREVENT THE SPREAD OF INFECTION IN ALBERTA

### POINT OF VIEW

In the preceding unit the pupils studied the general progress that has been made in overcoming disease and promoting health. In this unit the pupils study specific communicable diseases that are commonly found in Canada, particularly those which attack young people. Health authorities feel that these diseases could be wiped out if people were better informed on the way in which these diseases are spread, the value of immunization, and the health services available to the public. This unit is designed to cover these areas.

### GRADE VII

In Grade VII emphasis is placed on a study of the common cold and other respiratory infections prevalent in schools. (The National Committee for School Health Research found in its study of absenteeism among school children that respiratory infections accounted for one-half the days lost for medical causes.) Rheumatic fever is considered here because it usually begins with a form of respiratory infection. The seriousness of rheumatic fever should be stressed since it frequently attacks persons of junior high school age.

### GRADE VIII

In Grade VIII the pupils study not only the various ways in which the body can protect itself against disease, but also the measures each individual can take to assist the body's protective mechanisms. Emphasis should be given to the various factors that make disease an individual affair, that is, people with the same infection each react differently from the others.

### GRADE IX

In Grade IX the emphasis shifts from personal protection from infectious diseases to individual measures in preventing the spread of communicable diseases. Students will develop a watchful and critical attitude towards practices that spread disease germs; they will also acquire a high sense of responsibility in carrying out measures that will protect others. Students should be made aware of steps being taken by their local health department to prevent the spread of disease.

### GRADE X

At the Grade X level the student learns of those responsibilities assumed by the Provincial Department of Health in protecting people from communicable diseases. It is important to make students aware of the various ways in which their own community benefits from provincial services and the part played by the community's local health services in assisting the Provincial Department of Health.

### SPECIFIC OBJECTIVES

#### Understandings

As an outcome of the work in this unit the student should have acquired the following understandings:

1. Public health forms an important part of government services, providing benefits to all citizens of Alberta.
2. Effective control of communicable diseases is dependent upon a central authority and the co-operation of an informed citizenry.

**Skills, Abilities and Habits**

The work in this unit should help the student to develop the following skills, abilities, or habits:

- 1. The ability to analyze public health problems in one's own community and to suggest possible solutions.

**Attitudes**

The work in this unit should help the student to develop the following attitudes:

- 1. Appreciation of established public health services.
- 2. Appreciation of the need for continuing improvement in public health services.
- 3. Co-operation in obeying public health laws and in taking advantage of services offered.

**REFERENCES**

Pamphlets from the Provincial Department of Health :  
Your Health Services  
Common Childhood Diseases  
Quarantine Regulations (chart)  
Venereal Disease—What You Should Know (Teachers' Reference)  
What You Should Know About Tuberculosis  
Poliomyelitis  
Disinfection  
*Health Reference Book*, Department of Trade and Commerce, Health and Welfare Division.

**OUTLINE OF UNIT IV**

- A. The Importance of Records
- B. Quarantine Regulations
- C. Free Supplies for Inoculations and Vaccinations
- D. Health Education Services
- E. Laboratory Services Available
- F. Assistance to Polio Patients
- G. Prevention, Treatment, and Control of Tuberculosis
- H. Program for Treatment and Prevention of Venereal Diseases.

**GRADE X—UNIT IV—THE PROVINCIAL HEALTH DEPARTMENT HELPS TO PREVENT THE SPREAD OF INFECTION IN ALBERTA**

(suggested time allotment 3 weeks)

Content	Teaching Procedures and Suggested Activities
<p><b>A. The Importance of Records</b></p> <p>Most communicable diseases are reportable and the Health Department maintains machinery to collect statistics which form the basis of a control program. These statistics show (1)</p>	<ul style="list-style-type: none"><li>1. Discuss the following: If you have a case of measles in your home to whom should this be reported? How does this information eventually get to the Department of Public Health?</li><li>2. Have the pupils interview the local Medical Officers of Health or public health nurse and find out how often reports on communicable</li></ul>

Content	Teaching Procedures and Suggested Activities
<p>What diseases are prevalent; (2) The mortality and the age groups affected; (3) The areas which are affected.</p> <p>The Provincial Health Department provides advisory service and assistance in tracing sources of infection, e.g., typhoid fever outbreaks.</p>	<p>disease are submitted to the Department of Health.</p> <ol style="list-style-type: none"> <li>3. Good citizens report communicable diseases to their local health authorities. Have the pupils write a note on why this is an important responsibility of every family.</li> <li>4. A typhoid fever outbreak in Alberta was traced to cheese sold by a creamery. Discuss why would it be important to have the assistance of the Provincial authorities in such an instance.</li> </ol>
<p><b>B. Quarantine Regulations</b></p> <p>The Provincial Health Department draws up quarantine regulations and adjusts them from time to time in the light of new information.</p>	<p>Discuss some of the changes that have taken place in quarantine regulations in recent years, e.g., those concerning mumps, chicken pox, and scarlet fever.</p>
<p><b>C. Free Supplies for Inoculations and Vaccinations</b></p> <p>The Provincial Health Department supplies free material to doctors and other responsible persons for inoculations and vaccinations. A supply of anti-toxin for the treatment of certain diseases is maintained at central points for the convenience of local doctors.</p>	<p>Discuss the advantages of the Health Department supplying all vaccines, toxins and anti-toxins. Emphasize the importance of the potency of a product. This potency diminishes with age. Products are dated and so can be returned for a fresh supply.</p>
<p><b>D. Health Education Services</b></p> <p>The Provincial Health Department maintains a health education service; distributes free of charge pamphlets and other literature on communicable diseases; distributes films; provides for lectures and radio talks.</p>	<p>Have the pupils make a file or portfolio of material on the common communicable diseases for the library. If you have no recent pamphlets on these diseases, send to the Provincial Health Department for those you need. Ask the Health Education Division to send you a list of the publications of the Health Department.</p>
<p><b>E. Laboratory Services Available</b></p> <p>Laboratory service is provided at two central points (Calgary and Edmonton) through co-operation with the University. This service is extremely important in the control of communicable diseases, e.g., examination of water, growing cultures from throat swabs, doing blood tests.</p>	<ol style="list-style-type: none"> <li>1. Discuss the following question: Why is laboratory service important in tracing the source of and controlling a diphtheria epidemic?</li> <li>2. A farmer suspects that his well is contaminated. Have the pupils list the steps he should take in getting the water tested.</li> <li>3. Discuss the ways in which the provincial laboratories can help local doctors in their practices.</li> </ol>
<p><b>F. Assistance to Polio Patients</b></p> <p>The Provincial Health Department provides free hospital and medical care to polio patients after the infectious stage of the illness has passed. The Depart-</p>	<p>Discuss the kind of medical care needed for children crippled by poliomyelitis, such as special shoes, braces, massage, re-education of muscles. If any members of the class have visited the Red Cross Hospital in Calgary or the University Hospital in Edmonton and have</p>



Content	Teaching Procedures and Suggested Activities
<p>ment also assists in the rehabilitation of the crippled by providing academic, vocational, or secretarial training.</p> <p><b>G. Prevention, Treatment and Control of Tuberculosis</b></p> <p>The Provincial Health Department provides a complete service for the prevention, treatment and control of tuberculosis. These services include the following:</p> <p>Chest clinics</p> <p>Sanatorium treatment</p> <p>Tuberculosis case-finding programs through tuberculin testing and mobile X-ray units</p> <p>B.C.G. vaccine for protecting special groups (homes where there are known cases, hospital personnel, Indians and half-breeds.)</p> <p>(B.C.G. is a preparation for prophylactic inoculation of young infants against tuberculosis made from living cultures of bovine tuberculi grown over a period of many years from ox bile so that its virulence is greatly reduced. Two Frenchmen, Calmette and Guérin discovered it; hence it is called Calmette Guérin Bacilli.)</p> <p>Training for nursing of tuberculosis</p> <p>Encourages hospitals to give chest X-rays to all patients by providing miniature X-ray equipment to all hospitals having more than 1,000 admissions a year.</p> <p><b>H. Program for Treatment and Prevention of Venereal Disease</b></p> <p>The Provincial Health Department maintains a program for the treatment and prevention of venereal diseases. These services are as follows:</p> <p>Free drugs to private physicians for the treatment of venereal diseases.</p> <p>Clinics for the treatment and follow-up of venereal diseases in the main cities of the Province.</p> <p>Weekly clinics in the provincial gaols.</p>	<p>seen this special treatment they might tell the class about it.</p> <ol style="list-style-type: none"> <li>1. Have a graph made showing the decline of tuberculosis in Alberta in the last twenty-five years.</li> <li>2. Discuss why sanatorium treatment is better than home treatment for a person ill with tuberculosis.</li> <li>3. Have the pupils find out how many in the school have had a tuberculin test or a chest X-ray recently.</li> <li>4. Discuss the meaning of the Mantoux Test; The Patch Test.</li> <li>5. Have a member of the class prepare and give a report on the significance of B.C.G. vaccine.</li> </ol> <ol style="list-style-type: none"> <li>1. Have committees report on such topics as: the history of syphilis; how syphilis differs from gonorrhea; Paul Ehrlich's discovery; modern treatments with penicillin and streptomycin.</li> <li>2. Send to the Department of Health for pamphlets on the social diseases. Make up a file for the library.</li> <li>3. Discuss the control program in the Province and point out its strength and weaknesses.</li> <li>4. Have the pupils find out what use is made of the information gained through blood tests required before issuing a marriage licence.</li> </ol>



Content	Teaching Procedures and Suggested Activities
Special treatment of neurosyphilis at the Provincial Mental Hospital.	
Training in the treatment of venereal diseases to student nurses through arranged affiliation programs with school of nursing.	
Amended "Solemnization of Marriage Act" in 1945 to require both parties applying for a marriage license to take blood tests.	
Surveys in outlying areas and amongst Indians	
Co-operation with Indian Health Services (Federal)	

## GRADE X—UNIT V—PERSONALITY BUILDING

### POINT OF VIEW

Personality is an inclusive term which refers to the growth and behavior of the individual as a whole. It may be thought of as the whole person in action. Personality has its roots in the past, and is in the continual process of "becoming." While personality refers to the totality of human feeling and behavior, character is commonly employed as a term applying to that behavior for which society has organized legal, ethical or religious standards. As such, character is closely associated with the code of living or philosophy of life which an individual develops. The foundations of character lie in heredity, intelligence and experience. Therefore the participation of students in activities having potential character-building values is probably the most effective means of developing character in young people.

The day-to-day experiences of the child mold his personality. We do not teach personality. By class discussion, however, we are able to assist the student to become a better person by helping him to evaluate his daily behavior. Much of the discussion in class and the research work in committees should result in the students becoming aware of the good qualities that they should possess.

The student should be encouraged to develop individual standards and ideals which will help him to take a stand against wrong-doing. He should be concerned with the study of the self and the relationships which determine the role of the individual in the group. Popularity based on superficial ideas should be discouraged. The teacher should avoid moralizing; rather he should guide, with kindness and tact, the discussion of the students so that they themselves will arrive at satisfactory understandings and attitudes.

Desirable behavior is based upon an acceptable code of living and upon wholesome attitudes. Considerable emphasis should be placed on the development of true values, the wise choice of goals, the importance of standards, and the need for faith in ideals. That is, it is hoped that students will develop attitudes which will help them to live a good life.

The student in early adolescence feels that he must be accepted by his fellows, and tends to conform to their wishes. However, the student should be led to appreciate that popularity for its own sake is not desirable. Therefore, adult guidance should be kindly, unobtrusive, and yet helpful to the student in the development of his own standards. The young adolescent needs to be both dependent and independent. He needs many opportunities to make decisions for himself, and, at the same time, he needs security. The physical development of the adolescent is accompanied by emotional changes which, at times, flare into open revolt against established custom. The adolescent needs many outlets for his abounding energy. Girls and boys at this age have very different interests. On the one hand, young adolescents have a strong interest in philosophical, ethical and religious problems, and on the other they return to habits of the younger child. Fear of ridicule and of being unpopular, over-sensitivity, self-pity, assertion of independence from the family—these are real problems. The student will gain comfort by realizing that many of his "big" problems are common to all young people. This should result in a more balanced person, one who feels his worth as an individual and as one of the group.

## **GRADE VII**

The Grade VII student may find it difficult to think through cause-and-effect relationships. Care should be taken to see that group techniques are developed around the everyday experiences of the students. In later Grades many of the topics are expanded to include broader concepts. The teacher should confine the material to the Grade VII level so there will be progressive stages of difficulty in each succeeding grade.

## **GRADE VIII**

The Grade VIII unit deals with qualities that have a bearing on the kind of person one becomes. The understanding that good character is the individual's most important asset should be stressed as an outcome of the unit. There should be a growing understanding of the good qualities that one should possess.

## **GRADE IX**

A short statement relating to the development of personality can do little more than draw attention to the usually accepted components of personality. However, the relationship of character to personality should be stressed in Grade IX. The student should fully realize his responsibility for developing his character as part of his personality. Along with this the student should be made fully aware of the importance of formulating a philosophy of life which will influence his daily behavior.

## **GRADE X**

The term "personality" should be discussed in its broadest sense with emphasis on the relationship of standards and character to the behavior of the individual. By discussing the various factors that influence personality and behavior, the developmental aspect can be clearly illustrated.

### **NOTE:**

The teacher must be careful to discourage excessive introspection. The idea should be conveyed that "big" problems are really common to all young people and are not unique. The development of each topic should be carried out in such a manner as to avoid embarrassment to any individual student through identifying personal problems with a special individual, criticising the student for his ideas, or bringing the home or his family into class discussion. The teacher should be genuinely concerned with the personal problems of the individual student but these problems should be discussed in private or the matter referred to the school counselor.

## **SPECIFIC OBJECTIVES**

### **Understandings**

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. The continuous process of personality development is influenced by social, physical, emotional, mental and ethical factors.
2. Standards motivate behavior.

### **Skills, Abilities and Habits**

The work in this unit should help the student to develop the following skills, abilities, or habits:

1. The ability to assess and appreciate the worth of the various components of personality.

2. The ability to control his emotions by developing self-discipline.

### Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Willingness to appraise his own personality objectively.
2. Willingness to consider how personality can be improved by conscious effort.

### REFERENCES

*Health for You*, Crisp

*Personal Problems*, Geisel

Teachers' Reference: *Psychology for Living*, Sorenson and Malm

### OUTLINE OF UNIT V

#### SECTION I—WHAT DOES PERSONALITY REALLY MEAN?

- A. Definition of Personality
- B. What kind of Personality do People Admire and Respect?
- C. Effect of Heredity and Environment on Personality
- D. The Importance of Personality in Mental Health
- E. The Importance of Personality in Social Relationships
- F. The Importance of Personality in Vocational Success.
- G. Steps in the Improvement of Personality

#### SECTION II—MOTIVATION

- A. The Physical Needs of an Individual
- B. The Social Needs of an Individual
- C. Understanding, Predicting and Controlling Behavior

#### SECTION III—CHARACTER

- A. Standards of Value as a Basis for Motivation
- B. Selection of Goals and Ideals
- C. Making the Most of Our Abilities and Opportunities

#### SECTION IV—SOCIAL MATURITY

- A. What is Social Maturity?
- B. Improving Your Personal Appearance
- C. Acquaintances and Friends
- D. Courtesy as the Basis for Manners
- E. Leadership and Followership

#### SECTION V—PERSONALITY UNDER STRESS

- A. Emotions Can Help Us or Harm Us
- B. Control of Emotions
- C. Conflicts and Their Resolution
- D. Complexes

Note: The length of this unit suggests that the material for presentation be selected with care and that it be based upon the interests and experience of the students.



## GRADE X—UNIT V—PERSONALITY BUILDING

(suggested time allotment 6-7 weeks)

### SECTION I—WHAT DOES PERSONALITY REALLY MEAN?

Content	Teaching Procedures and Suggested Activities
<b>A. Definition of Personality</b> <b>References:</b> <i>Health for You</i> Pp. 365-366 <i>Psychology for Living</i> Pp. 5-31 <i>Personal Problems</i> Section I	<ol style="list-style-type: none"> <li>Have individuals in the class give their unstudied opinions as to what "personality" means. This informal discussion will do much to establish the effect of others too frequently judging on a basis of superficial traits. If the discussion is lagging the teacher might prompt by raising such questions as: <ol style="list-style-type: none"> <li>What is commonly meant by the expression: (Bob Hope etc.) is a "radio personality"?</li> <li>What kind of a personality is needed for the Master of Ceremonies at a School "Lit"?</li> <li>What personality factors did you notice in the present Queen when she visited Canada?</li> <li>What qualities should a good adult have?</li> </ol> </li> <li>Ask the class to discuss, "Personality can be good or bad."</li> <li>Have each member of the class obtain the best possible definition of personality and write it out stating the source.</li> <li>Have a committee of students make a list of the best of the definitions obtained in activity 3, above. Then have each student indicate the best five in the order of that individual's preference. Have the committee summarize this weighted voting and report findings to the class.</li> </ol>
<b>B. What Kind of Personality do People Admire and Respect?</b> <b>References:</b> <i>Personal Problems</i> Section 38 <i>Health for You</i> P. 377 <i>Psychology for Living</i> Pp. 151-164, 487-496	<ol style="list-style-type: none"> <li>Select from the following topics for discussion: <ol style="list-style-type: none"> <li>Is popularity always an indication of a good personality?</li> <li>Is popularity worthwhile if it means sacrificing your standards?</li> <li>Is leadership always an indication of a good personality?</li> <li>What qualities do you want in your best friend?</li> </ol> </li> </ol>

#### Evaluation Devices

- Make up a list of positive personality traits and ask the students to give the corresponding negative traits.
- Make up a list of personality traits and ask the students to give synonyms.

Content	Teaching Procedures and Suggested Activities
<b>C. The Effect of Heredity and Environment on Personality</b>	<ol style="list-style-type: none"> <li>Ask the class to look up the meaning of the word heredity. This should bring out the fact that heredity results from characteristics the child possesses at birth.</li> </ol>

Content	Teaching Procedures and Suggested Activities
<p>References:</p> <p><i>Psychology for Living</i> Pp. 5-31</p> <p><i>Health for You</i> Pp. 319, 325, 369</p>	<ol style="list-style-type: none"> <li>2. Draw up a chart showing the ancestors of an anonymous individual for five generations. This should show that there are sixty-two persons contributing to heredity in that relatively short period of time.</li> <li>3. Arrange for an open forum on the topic, "What are the major principles in heredity?" This should bring out the following facts: that children tend to be like their ancestors in some respect, that offspring tend to vary, and also tend towards an average.</li> <li>4. Have the class discuss the areas in which heredity seems to have a controlling effect. Some of the following features could be discussed: bone structure, coloring, skin, hair, voice, muscular co-ordination, functioning of organs, types of intelligence, nervous tension, emotional responsiveness, and special abilities.</li> <li>5. Have individual students list the factors that contribute to environment. This list should include: home, school church, neighborhood, companions, books, movies, radio, newspapers and activities.</li> <li>6. Appoint committees to investigate the areas in which environment predominates in the determination of personality. This report should bring out such things as: reactions to people, reaction to the world, attitude towards oneself, emotional expression, learning, standards of value, criminal tendencies, tendencies towards drunkenness, language, habits, interests, and motivation.</li> </ol>

#### Evaluation Devices

1. Have the students write an essay on the topic, "How I can improve my personality by developing more desirable behavior."
2. Have the students write a pen sketch and character description of a fictitious person and then have them list the hereditary and environmental factors that they have described in their subject.

Content	Teaching Procedures and Suggested Activities
<p><b>D. The Importance of Personality in Mental Health</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 269-273</p> <p><i>Personal Problems</i> Section 2, 3, 4, 5</p> <p><i>Health for You</i> Pp. 8, 365, 367</p>	<ol style="list-style-type: none"> <li>1. Discuss some of the following topics:             <ol style="list-style-type: none"> <li>(a) What is meant by happiness?</li> <li>(b) Self-appraisal and self-insight are essential in a foundation for good mental health.</li> <li>(c) Good self-adjustment or mental health is dependent upon finding suitable satisfaction for our basic and social needs.</li> <li>(d) Self-adjustment is dependent upon our relationships with others.</li> </ol> </li> <li>2. Assign a paragraph to be written on each of the following topics:             <ol style="list-style-type: none"> <li>(a) The relationship between happiness and mental health.</li> <li>(b) My conduct should be such that I can live happily with myself.</li> </ol> </li> </ol>

Content	Teaching Procedures and Suggested Activities
<p><b>E. The Importance of Personality in Social Relationships</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 385-386, 104-106 <i>Personal Problems</i></p>	<ol style="list-style-type: none"> <li>3. Organize a panel discussion concerning self-adjustment as based on personal security resulting from self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms.</li> <li>1. Ask each member of the class to express in writing his opinions on how to get along with other people.</li> <li>2. Select a panel to discuss the topic: "What is meant by being socially adjusted?" This should bring out the idea that social adjustment is not based on deep seated qualities. These include such things as dependability, speaking well of people, not ridiculing people, using pleasant conversation and expressions, avoiding arguments, abstaining from vulgarity, avoiding sarcasm, curbing boastfulness and loudness, avoiding overaggressiveness, controlling temper and temperament, using good manners and showing fundamental courtesy.</li> <li>3. Discuss naturalness and charm. Are they the same thing?</li> <li>4. Assign a written paragraph on the topic, "Courtesy should be sincere."</li> <li>5. Have the students discuss: "What is the 'life of the party' type?"</li> <li>6. Ask each student to make a list of the mannerisms they object to in others. From this composite list have each student check those which they omitted or did not think important.</li> <li>7. Discuss with the class the topic: "How can we best get along with the others?" The discussion should bring out some of the following points: interest in other people, developing a wide field of interests, developing the art of conversation, learning to smile easily, remembering names, using praise carefully, making others feel they are appreciated, observing the Golden Rule, learning to be tactful, kind, gentle, tolerant, forgiving, and unselfish.</li> </ol>

#### Evaluation Devices

Give a true-false test composed of items illustrating both good and bad traits as related to popularity.

Content	Teaching Procedures and Suggested Activities
<p><b>F. The Importance of Personality in Vocational Success</b></p>	<ol style="list-style-type: none"> <li>1. Ask some prominent businessman, or personnel manager, to speak to the class on, "What I expect of a beginning employee."</li> <li>2. Have the students estimate the number of persons who obtain jobs through skills and knowledge rather than personality. Then</li> </ol>

Content	Teaching Procedures and Suggested Activities	
	<p>give them the results of the Carnegie Foundation study of 10,000 men showing that only 15 percent got the job as a result of skills rather than personality. Have the student discuss the reason for this.</p>	
	<p>3. Discuss with the students the significance of the study by H. C. Hunt on why people are discharged from jobs or why they are passed over on promotion. The figures are as follows:</p>	
	Most Common causes for discharge	Deficiencies preventing promotion
Lack of Specific Skills		
Shorthand .....	2.2%	3.2%
Typewriting .....	1.6%	2.4%
English .....	1.6%	5.2%
Dictaphone .....	1.3%	1.6%
Arithmetic .....	1.3%	3.0%
Office Machines .....	.9%	2.2%
Bookkeeping .....	.6%	1.4%
Spelling .....	.6%	2.7%
Penmanship .....	.0%	1.8%
	10.1%	23.5%
Character traits		
Carelessness .....	14.1%	7.9%
Non-co-operation .....	10.7%	6.7%
Laziness .....	10.3%	6.4%
Absence for causes other than illness .....	8.5%	3.7%
Dishonesty .....	8.1%	1.2%
Attention to outside things .....	7.9%	5.6%
Lack of initiative .....	7.6%	10.9%
Lack of ambition .....	7.2%	9.7%
Tardiness .....	6.7%	4.6%
Lack of loyalty .....	5.5%	4.6%
Lack of courtesy .....	2.2%	3.3%
Insufficient care of and improper clothing .....	1.6%	3.0%
Self-satisfaction .....	.9%	4.4%
Irresponsibility .....	.3%	.8%
Unadaptability .....	.3%	1.4%
Absence due to illness .....	.0%	2.4%
	89.9%	76.5%
	<p>4. Appoint a committee to study what complaints businessmen have of the modern high school graduate. The following points might be discussed: self-satisfaction, irresponsibility, and lack of initiative.</p>	
	<p>5. Appoint a committee to study the qualities that businessmen find commendable in the high school graduates.</p>	
	<p>6. Have the students list jobs that depend primarily upon personality.</p>	
	<p>7. Have the class discuss specific points on personality that should be kept in mind by applicants when they appear for an employment interview.</p>	



Evaluation Devices

Summarize the discussions with an oral quiz based on reasons for (1) lack of promotion, (2) discharge from a position.

Content	Teaching Procedures and Suggested Activities
<p><b>G. Steps in the Improvement of Personality</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 513-517</p> <p><i>Personal Problems</i> <i>Health for You</i> Pp. 365-366</p>	<ol style="list-style-type: none"><li>1. Organize a panel discussion concerning Newton's "Four Steps in Personality Improvement."<ol style="list-style-type: none"><li>(a) Realization of the need for improvement.</li><li>(b) Motivation; a strong desire for improvement.</li><li>(c) Inventory; an analysis or stock taking of strong and weak points.</li><li>(d) Systematic plan for improvement.</li></ol></li><li>2. Review the reasons why persons are discharged from jobs and determine how many of these factors are entirely under the control of the individual.</li><li>3. Discuss one or more of the following topics:<ol style="list-style-type: none"><li>(a) Does personality result from habits?</li><li>(b) Does one's personality constantly change?</li><li>(c) Personality is improved by taking advantage of every situation in normal behavior and seeking to improve the small things in everyday living.</li></ol></li><li>4. Arrange an open forum on the subject, "How can motivation help to improve the personality of the individual?"</li></ol>

Evaluation Devices

Prepare an objective test to determine student understanding of the factors that enter into the makeup of one's personality.

SECTION II—MOTIVATION

Content	Teaching Procedures and Suggested Activities
<p><b>A. The Physical Needs of an Individual</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 25</p>	<ol style="list-style-type: none"><li>1. By discussion bring out the physical needs of man. This should include such things as: Comfort or freedom from pain; food; drink; warmth or coolness; sleep and rest; activity or inactivity; freedom from restraint; and stoppage of pain.</li><li>2. Have the students look up what is meant by human nature and write a paragraph on the subject.</li></ol>
<p><b>B. The Social Needs of an Individual</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 101-120</p> <p><i>Personal Problems</i> Section 23</p>	<ol style="list-style-type: none"><li>1. Discuss with the class the social urges that lie behind behavior. These wants in human beings include some of the following: desire to express himself; desire for companionship and belonging; desire to love and be loved; desire for security (economic, physical and social); desire to dominate and to have prestige, recognition, and attention; desire for a new scene and new experiences; desire to use the mind actively and to understand; desire to succeed and to excel; desire for approval</li></ol>

Content	Teaching Procedures and Suggested Activities
<p><b>C. Understanding, Predicting and Controlling Behavior</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 132-133</p> <p><i>Personal Problems</i> Section 17</p> <p><i>Health for You</i> Pp. 366-367</p>	<p>of friends and family; desire to believe in something, desire for freedom and independence.</p> <ol style="list-style-type: none"> <li>The student should discuss the idea that personality is largely dependent upon how we attempt to satisfy these needs.</li> <li>Assign a paragraph on the topic, "Character is determined by standards of value."</li> <li>Discuss the following topics:               <ol style="list-style-type: none"> <li>Why do some people often perform above the level of general ability by excelling others with greater ability in school, in sports, or in social and economic activities.</li> <li>What is meant by the "will to win" in sports?</li> </ol> </li> <li>Consider with the students the importance of a careful study of their own motivation and the motivation of others as an explanation of behavior. Take specific instances and try to have a student explain why he likes to participate in sports, likes to read, likes to dance, likes to sing, likes to go to picture shows, likes to study, likes to work on the publication staff, likes to parade with scouts or air cadets, likes to study music, likes to paint, or likes to work around a car or an aircraft.</li> <li>Distinguish by class discussion, between predictable and erratic behavior bringing out the part that emotions play in determining behavior.</li> <li>Assign a paragraph on the importance of habits in behavior.</li> <li>Have the students write a page on how symbolic rewards give satisfaction.</li> <li>Discuss with the class the reasons for behavior such as: losing one's temper, bragging, clowning, bullying, pretending illness, day dreaming, jealousy, anger, envy, or acting in childish ways.</li> <li>Arrange for class discussion on the value of understanding the causes for actions in order to predict and control our own behavior and the behavior of the people with whom we come into contact.</li> </ol>

### SECTION III—CHARACTER

<p><b>A. Standards of Value as a Basis for Motivation</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 109-111</p> <p><i>Personal Problems</i> Section 21</p> <p><i>Health for You</i> Pp. 369</p>	<ol style="list-style-type: none"> <li>Discuss with the class the various definitions of character.</li> <li>Ask the class members to list the important traits that go to make up a good or a strong character. These suggestions should include some of the following: loyalty, dependability, high moral values, self confidence, the submerging of the individual for the good of the group, sincerity, sportsmanship, drive, de-</li> </ol>
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Content	Teaching Procedures and Suggested Activities
	<p>cisiveness, self control, ideals, determination, conscience and a sense of responsibility.</p> <ol style="list-style-type: none"> <li>Assign an essay on the importance of a code of living in consistent behavior.</li> <li>Have each class member write a page on the value of extra-curricular activities in character building.</li> <li>Discuss with the class the statement of Nicholas Murray Butler, President of Columbia University: "Capacity to pass intellectual tests should rank third in estimating the educational progress of the student. Evidence of his character building should come first, and evidence of his good manners and respect and concern for others comes second and these lacking, no amount of intellectual performance of any kind should win him advancement or graduation."</li> <li>Appoint a committee to report on the need for and nature of codes of ethics of groups such as service clubs, or sport clubs.</li> <li>Have each student write a page on the topic, "What sportsmanship means to me."</li> <li>Discuss with the class the fact that attitudes, standards of value, and character provide the emotional base that frequently determines how an individual will regard objects, conditions, situations, or persons and thereby will affect or determine his behavior. These same values will also determine how he will feel about what he is and what he does.</li> <li>Have the class discuss the topics: <ol style="list-style-type: none"> <li>How conscience is developed.</li> <li>What is the fallacy in the statement, "I want to live my own life."</li> <li>Our decisions should be based on our character and philosophy of living rather than merely an attempt to maintain a good reputation."</li> <li>Which is more important "character" or "popularity"?</li> </ol> </li> <li>Provide for a panel discussion on the topic, "The people we respect and admire over a period of years are motivated by sound individual ideals rather than by the behavior and standards of the group."</li> </ol>
<p><b>B. The Selection of Goals and Ideals</b></p> <p>Reference:  <i>Personal Problems</i>  Section 6</p>	<ol style="list-style-type: none"> <li>Consider with the class the importance of choosing goals wisely as a prime factor in the happiness of an individual.</li> <li>Discuss the determining factors in choosing goals. This should bring out that the goals or ideals should be established by the individual, be possible of attainment, be sufficiently high that real satisfaction is obtained when the goal is reached, be increasingly difficult with added maturity, be realistic rather than fanciful, and be in line with long-term goals (ideals).</li> </ol>

Content	Teaching Procedures and Suggested Activities
<p><b>C. Making the Most of Our Abilities and Opportunities</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 116-118, 417-434</p> <p><i>Personal Problems</i> Pp. 99-106</p>	<ol style="list-style-type: none"> <li>3. Select one or more of the following topics for discussion:               <ol style="list-style-type: none"> <li>(a) Religion sums up what seems to be permanent in a changing universe.</li> <li>(b) Are standards of value an indication of maturity of the individual?</li> <li>(c) What is true success?</li> <li>(d) Goals give purpose to daily behavior.</li> <li>(e) Goals must change with increasing maturity.</li> <li>(f) The nature of whims.</li> <li>(g) Do your goals contribute to the welfare of others?</li> <li>(h) Why is religion an individual matter?</li> </ol> </li> <li>4. Show that moral values are implicit in the teachings of Christianity, Judaism, Buddhism, etc.</li> </ol> <ol style="list-style-type: none"> <li>1. Select one or more of the following topics for discussion:               <ol style="list-style-type: none"> <li>(a) Many people work at a level much below the level of their capabilities.</li> <li>(b) An Olympic champion must have high ability and his achievement must be very close to the level of his maximum ability.</li> <li>(c) Persons with abilities in a special field will seldom be happy until they make use of that ability.</li> <li>(d) The use of social abilities in the proper channels gives great satisfaction.</li> <li>(e) Character is developed only through conscious effort in everyday situations.</li> <li>(f) What kind of training is necessary for clear thinking?</li> <li>(g) Wrong actions are generally preceded by wrong thinking or no thinking.</li> <li>(h) The world has advanced further scientifically that it has morally.</li> </ol> </li> <li>2. Assign a paragraph on the topic, "Happiness can only be achieved through the attainment of goals worthy of our best abilities."</li> </ol>

#### SECTION IV—SOCIAL MATURITY

##### A. What is Social Maturity?

References:

*Psychology for Living*  
Pp. 48-151, 385-386

*Personal Problems*  
Section 15, 20

*Health for You*  
Pp. 367-371

1. Select from the following topics for discussion or paragraph assignments:
  - (a) Social maturity is the ability to get along with other people in the most desirable manner.
  - (b) Does the showing of confidence in others build your ability to get along with others?
  - (c) What devices can people use for softening an argument?
  - (d) How do you show your ability to cooperate?
  - (e) How do you show your interest in the other fellow?



Content	Teaching Procedures and Suggested Activities
<p><b>B. Improving Your Personal Appearance</b></p> <p>References:</p> <p><i>Personal Problems</i> Section 22</p> <p><i>Psychology for Living</i> Pp. 27, 515, 613</p> <p><i>Health for You</i> Pp. 40</p>	<p>(f) As a person becomes more mature he is less self centered and more self reliant.</p> <p>2. Appoint committees to bring in reports on some of the following topics:</p> <p>(a) Do interests such as those shown in recreation change with increasing maturity?</p> <p>(b) Is the change from emotional behavior and thinking to logical behavior and thinking an indication of social maturity?</p> <p>(c) Is conversational ability an indication of social maturity?</p> <p>(d) A socially adjusted person avoids excesses.</p> <p>1. Assign for discussion one or more of the following topics:</p> <p>(a) The value of personal appearance in first impressions.</p> <p>(b) How does the way you dress affect your personal appearance.</p> <p>(c) The importance of cleanliness in appearance.</p> <p>(d) What is the importance of good grooming in school?</p> <p>2. Appoint committees to demonstrate correct and incorrect ways to stand, sit, and walk. Summarize the advantages of good posture and carriage.</p>
<p><b>C. Acquaintances and Friends</b></p> <p>References:</p> <p><i>Personal Problems</i> Section 26, 27, 28</p> <p><i>Psychology for Living</i> Pp. 546</p> <p><i>Health for You</i> Pp. 374-377</p>	<p>1. Discuss some of the following topics:</p> <p>(a) Friends halve our troubles and double our joys.</p> <p>(b) Friendship is an art not to be neglected and not to be abused.</p> <p>(c) The only way to make and to keep a friend is to be one.</p> <p>(d) When we add friends we multiply opportunities.</p> <p>(e) In making friends does 'practice make perfect'?</p> <p>(f) Can lack of adequate friendships affect personality?</p> <p>(g) Friendship is the greatest influence on living an interesting, happy and successful life.</p> <p>2. Assign a written report on the topic, "It is just as important to keep friends as it is to win friends."</p> <p>3. What is the weakness in this statement, "Friends are like golf clubs, they are all right if you can use them."</p> <p>4. Organize a panel discussion on the statement that the retention of friends depends upon our willingness to overlook their faults and lapses as well as guarding against being over-sensitive, aggressive, or hypercritical.</p>

Content	Teaching Procedures and Suggested Activities
<p><b>D. Courtesy as the Basis for Manners</b></p> <p>References:</p> <p><i>Personal Problems</i> Section 23</p> <p><i>Psychology for Living</i> Pp. 164-166, 500</p> <p><i>Health for You</i> Pp. 373-374</p>	<ol style="list-style-type: none"> <li>1. Assign a paragraph to be written on the difference between courtesy and manners. This should bring out the fact that manners are based on the principles of convenience and kindness towards others. Manners are a set of rules for purposes of uniformity; courtesy is a deep feeling of consideration for others that is not bound by fixed rules.</li> <li>2. Appoint committees to report on the following topics:               <ol style="list-style-type: none"> <li>(a) Introductions</li> <li>(b) Manners at home</li> <li>(c) Manners around the school</li> <li>(d) Manners at dances</li> <li>(e) Table manners</li> <li>(f) Sportsmanship</li> <li>(g) Telephone manners</li> <li>(h) Manners in buses and on the streets.</li> </ol> <p>Dramatization could be used to advantage to illustrate many of these topics. Try out a "courtesy week" around the school and home similar to a car driving courtesy week.</p> </li> <li>3. Provide for panel discussions on the topics:               <ol style="list-style-type: none"> <li>(a) Many automobile accidents are the result of breaches of courtesy.</li> <li>(b) Knowing correct manners makes one relax and enjoy social gatherings.</li> </ol> </li> </ol>

#### Evaluation Devices

As a review exercise have students write a paragraph or essay on one of the following topics:

- (a) A Public Relations Program for Our School
- (b) Highway Courtesy and Abuses.

### SECTION V—PERSONALITY UNDER STRESS

Content	Teaching Procedures and Suggested Activities
<p><b>A. Emotions Can Help Us or Harm Us</b></p> <p>References:</p> <p><i>Personal Problems</i> Section 7-12</p> <p><i>Psychology for Living</i> Pp. 59-69</p> <p><i>Health for You</i> Pp. 363-365</p>	<ol style="list-style-type: none"> <li>1. Ask the student to look up and write out definitions of emotions, moods, and temperament. Then have the class discuss their relationships.</li> <li>2. Have each student list the common emotions. Ask a committee to make a composite list of these emotions. These should include: fear, worry, elation, jealousy, shame, annoyance, sorrow, grief, patriotism, despondency, anger, disgust, love, and others.</li> <li>3. Ask for a written assignment on the topic of "How emotions can help us." This should bring out the following points: pleasure and satisfaction on the job add much to life; emotions can be used as a basis for motivation; emotions can prepare us for emergencies by making us less sensitive to pain and fatigue, by giving us greater strength, and by making us more alert.</li> </ol>

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li>Carry on a class discussion on "How emotions can harm us." This discussion should bring out the fact that emotional behavior is inclined to be violent, energetic and disorganized. It affects our efficiency by destroying our normal behavior pattern both physically and mentally. When we lose control of our emotions we lose mental health and peace of mind.</li> <li>Ask the students to list the changes in our modern civilization in the past fifty years that have varied the nature of emotional problems. This should bring out communication and transportation, motion pictures, newspapers, comic strips, magazine stories, radio, television.</li> <li>Discuss the following topics: <ol style="list-style-type: none"> <li>Can emotions make one ill?</li> <li>How can we detect emotions in ourselves and in others?</li> <li>Can language play an important part in emotions?</li> </ol> </li> </ol>

Evaluation Devices

In summary, encourage the class to produce an analysis of situations in which young people tend to show lack of control. Have them suggest means by which control can be exercised in these situations.

Content	Teaching Procedures and Suggested Activities
<p><b>B. Control of Emotions</b></p> <p>References:</p> <p><i>Personal Problems</i> Section 19</p> <p><i>Psychology for Living</i> Pp. 79-98</p> <p><i>Health for You</i> Pp. 367-368</p>	<ol style="list-style-type: none"> <li>Certain of the following statements may be discussed by the class: <ol style="list-style-type: none"> <li>Emotional maturity means controlling emotions and making them work for us instead of against us.</li> <li>Control of emotions is partially dependent upon having a clear understanding of the extent to which our emotions are affecting our thinking and behavior.</li> <li>A balanced, emotional life is an indication of emotional maturity.</li> <li>Can we get rid of undesirable emotions by working them off?</li> <li>The best control of emotions comes through the exercise of desirable emotional habits and the unlearning of undesirable emotional habits.</li> </ol> </li> <li>Appoint committees to investigate the following topics: <ol style="list-style-type: none"> <li>Is it a good policy to avoid emergency situations which upset us emotionally?</li> <li>Can one control emotion by "keeping his head" and acting deliberately and logically?</li> <li>Is a sense of humor and the ability to laugh it off a good solution to the controlling of emotion?</li> </ol> </li> </ol>

Content	Teaching Procedures and Suggested Activities
<p><b>C. Conflicts and Their Resolutions</b></p> <p>References:</p> <p><i>Psychology for Living</i> Pp. 218-230</p> <p><i>Health for You</i> Pp. 368-369</p>	<ol style="list-style-type: none"> <li>1. Ask the students to look up the definition of frustration. This should bring out the fact that it is the result of a denial of a drive or an emotion.</li> <li>2. Ask the students to discuss the statements:               <ol style="list-style-type: none"> <li>(a) Our modern civilization places restriction on emotional behavior and sets limits on the satisfaction of physical and social motivation.</li> <li>(b) Direct resolution of conflicts is best. The individual should realize that it is important to face conflicts with objective data and to make a decision.</li> </ol> </li> <li>3. Have the students investigate the meaning of "conflict" in connection with the personality. This should bring out the fact that conflict is the inability to choose between two tendencies to action which result in the disruption of internal harmony or peace of mind of the individual.</li> <li>4. Discuss the following indirect means of resolving conflicts: sublimation and substitution, compensation and over-compensation, day-dreaming, escape through avoidance of the situation, rationalization, escape through simulation of physical ailments, nervous breakdown, compartmentalization, delusions, repression, regression, and escape through the use of drugs and alcohol.</li> </ol>
<p><b>D. Complexes</b></p> <p>References:</p> <p><i>Personal Problems</i> Section 16</p> <p><i>Psychology for Living</i> Pp. 251-264</p>	<ol style="list-style-type: none"> <li>1. Discuss the following topics:               <ol style="list-style-type: none"> <li>(a) Do we all have complexes with a strong emotional bias?</li> <li>(b) Are complexes both good and bad for us?</li> </ol> </li> <li>2. Appoint a committee to report on the topic, "What is an inferiority complex and how can one reduce its effects?"</li> </ol>

#### Evaluation Devices

Prepare a check list of desirable personal qualities and have the students rate themselves against the list. Results should be held as confidential by the students.



## GRADE X—UNIT VI—GROUP LIFE

### POINT OF VIEW

From the earliest period in the life of a child various environmental factors play their stimulating role in the development of the individual. At the very young ages parental influences are the strongest. The home is one of the most powerful transmitters of the culture of the group. By the time the child starts school a host of other environmental influences are crowding in upon him. The most important of these are the school, the church, associates and recreational activities. Closely related to the influence of the home is that of associates. As the child reaches pre-adolescence his groups become increasingly important to him. Intimate companions greatly influence his conduct. A closely related problem is that of the effect of group standards. These standards developed by the group affect the moral outlook and behavior of all its members.

The improvement of individual conduct is largely dependent upon the group and the spirit which welds it together. When improvement in behavior takes place in school, it seems to be contingent not upon length of attendance but upon child-teacher relations, class morale, and special emphasis upon character and citizenship training. The most successful schools in the field of moral concepts and training are those which emphasize the needs of the child as an individual, which provide guidance and opportunity for development of social skills and attitudes, and which establish a partnership with the home. Nature provides the foundations for striving and the potentialities for development. The activities of the school should provide opportunities for young people to practice desirable responses with satisfaction and to make such generalizations therefrom as will encourage the application of their learning in other situations.

### GRADE VII

The concept of the group is introduced to the Grade VII students. Care should be taken to develop the specific activities around real experiences.

### GRADE VIII

The student in Grade VIII should be encouraged to appraise his groups. The importance of using critical judgment to determine individual behavior in a group should be stressed. This unit affords the student the opportunity of examining his relationships with the groups to which he belongs.

### GRADE IX

The meaning of the word "group" should be enlarged and the Grade IX student should be encouraged to evaluate his behavior in terms of community welfare.

### GRADE X

This group should provide an opportunity for more extensive citizenship training by analyzing the possible contributions that groups can make towards school and community activities. Discussion should encourage self-examination by the individual so that he is disposed to look at his own contribution in terms of its effects on the group.

## SPECIFIC OBJECTIVES

### Understandings

As an outcome of the work in this unit, the student should have acquired the following understandings:

1. His choice of friends may influence his behavior.
2. Leisure time activities should be purposeful and constructive.

### Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities or habits:

1. The ability to contribute to group activities.
2. The ability to use leisure time wisely.

### Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Co-operation with the community in terms of total welfare.
2. Willingness to act independently of the groups when the occasion demands it.

## REFERENCES

*Personal Problems*—Sections 24, 25, 39

## OUTLINE OF UNIT VI

### SECTION I—THE GROUP'S RESPONSIBILITIES TO THE INDIVIDUAL

- A. The Welfare of Individuals in the Group
- B. Benefits From Association With the Group
- C. Recreation and Antisocial Behavior Patterns
- D. Group Behavior Patterns

### SECTION II—CHARACTERISTICS OF TEEN-AGE GROUPS

- A. Groups to Which the Teen-ager May Belong and Their Place in the Community.
- B. Personality Development from Group Membership
- C. Improvement of the Gang
- D. The Individual in the Group

### SECTION III—GROUPS IN OUR COMMUNITY AND NATION

- A. What Makes a Group?
- B. The Family Group
- C. Other Social Groupings

### SECTION IV—LEADERS AND FOLLOWERS

- A. Development of Leaders
- B. Being a Leader and a Follower

### SECTION V—THE GROUP AND LEISURE TIME

Leisure Time Activities in the Community and at Home.

## GRADE X—UNIT VI—GROUP LIFE

(suggested time allotment 4-5 weeks)

### SECTION I—THE GROUP'S RESPONSIBILITIES TO THE INDIVIDUAL

Content	Teaching Procedures and Suggested Activities
<b>A. The Welfare of Individuals in the Group</b>	1. Questions for discussion: (a) How does a great leader consider the welfare of the individuals in the group before he acts?
<b>B. Benefits From Association With the Group</b>	(b) What benefits should a member expect to receive from a club.
<b>C. Recreation and Anti-social Behavior Patterns</b>	(c) Should a well-organized boys' club tend to lessen the antisocial behavior of its members?
<b>D. Group Behavior Patterns</b>	2. List: (a) The causes of antisocial behavior (delinquency) arranging them, if possible, in order of importance. (b) Some of the benefits that a member of a boys or girls' club should expect from the club.
	3. Imagine yourself an immigrant just arrived in Canada. You know no one, you do not speak English. Write a short essay stating what you would plan to do in these circumstances.
	4. In many cases of delinquency there are extenuating circumstances. Attempt to determine the nature of these circumstances.
	5. How can adults and teen-agers best combine their efforts to offset the development of antisocial tendencies among those who have such tendencies.

### SECTION II—CHARACTERISTICS OF TEEN-AGE GROUPS

<b>A. Groups to Which the Teen-ager May Belong and Their Place in the Community</b>	1. List: (a) The groups in your community to which teen-agers may belong.
<b>B. Personality Development from Group Membership</b>	(b) The ways in which the gang can help to build one's personality.
<b>C. Improvement of the Gang</b>	(c) Select three or four student organizations and list the elements of personality development that might accrue from taking part in each of these organizations. Examples: glee club, debating society, football squad, science club, etc.
<b>D. The Individual in the Group</b>	2. Questions for discussion: (a) Why do teen-agers band together in groups?
	(b) How can the individual encourage group activities that are constructive and developmental?
	(c) Do you do in a crowd what you would refuse to do by yourself? Explain how this is possible and the steps you might take to avoid it.
	(d) Why are teen-age groups such as Scouts, Tuxis, C.G.I.T., Girl Guides, etc. of benefit to the individual and to the community?

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li>What examples can you give of loyalties to a group in which the community or nation indirectly benefits. For example, research by a group of medical men, under Dr. Banting, resulted in the discovery of insulin.</li> <li>Ask a member of some local club or teen-age group to talk to the class about the purpose and ideals of the organization he or she represents.</li> </ol>

### SECTION III—GROUPS IN OUR COMMUNITY AND NATION

#### A. What Makes a Group?

#### B. The Family Group

#### C. Other Social Groupings

Reference:

*Personal Problems*  
Sections 24, 25

- Determine the basic features of group organization.
- How does the family group demonstrate the effects of group loyalties?
  - The contributions of individual members to family life illustrate the desirable features of the group. Explain the foregoing statement.
  - Determine the responsibilities of a teenager in the average family situation.
- Appoint committees to list the desirable and undesirable social groupings in our society.
  - From the findings, ask the class to list the features that distinguish the desirable from the undesirable groups.
- Discuss the following statements:
  - The kinds of commercial programs offered on the radio reflect popular thinking.
  - No questionable books would be offered for sale if there were no market.
  - I like what other people like.

### SECTION IV—LEADERS AND FOLLOWERS

#### A. Development of Leaders

#### B. Being a Leader and a Follower

Reference:

*Personal Problems*  
Section 39

- Questions for discussion:
  - What characteristics or qualities prevent some people from being leaders?
  - What are the qualifications of worthy leadership?
  - Are good leaders born or made?
  - What personality traits are certain to affect leadership possibilities?
  - Does a good leader delegate authority?
  - May a leader be too advanced for his own day?
  - Is it necessary to dominate or "boss" in order to become a good leader?
  - Certain qualities of leadership should be exhibited by the following: the president of the students' union, the chairman of a meeting, the editor of a school paper, the coach of a team.
  - A leader normally has good personal adjustment and has the ability to deal with others.
  - Are good mixers necessarily good leaders?



Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li>List the pitfalls that a leader should avoid.</li> <li>Demonstrate: <ol style="list-style-type: none"> <li>How to hold an election of officers for an organization.</li> <li>How to introduce a speaker.</li> <li>How to conduct a business meeting.</li> </ol> </li> <li>Give oral or written reports on the following topics: <ol style="list-style-type: none"> <li>Being a good follower.</li> <li>The ideal leader.</li> <li>The master of ceremonies.</li> </ol> </li> <li>Through class discussion differentiate between the requirements for leadership under a democracy and that under a dictatorship.</li> <li>Discuss the essential qualities of leadership of some of the following: Churchill, Eisenhower, Hitler, Napoleon, Truman, MacArthur, Montgomery, Alexander, Roosevelt and others.</li> <li>Assign a paragraph on the topic, "What opportunities are there for training in leadership while at school?"</li> <li>Appoint a committee to report on the following topics: "Is it possible to have satisfactory leadership based on the foundation of fear, hate, and anger?"</li> </ol>

## SECTION V—THE GROUP AND LEISURE TIME

### A. Leisure Time Activities in the Community and at Home

- Questions for discussion:
  - Should you make a point of being busy if you are perfectly happy just sitting in the sun?
  - Should you have "unemployed" leisure and "over-employed" or rigidly scheduled leisure.
  - Is physical play necessary or important even if you have plenty of physical work?
  - Should you force yourself to listen to classical music if you do not like it.
  - To what extent should beautification of your home be done as a duty to the community?
- List:
  - The interesting places to go in your community.
  - The interesting things you can do while staying at home.
  - The public recreational possibilities of your community.
- Consider the possibilities of a hobby fair in your community.
- Give oral or written reports on the following topics:
  - How to avoid the need for unwholesome commercialized recreation.
  - How I became interested in my hobby.
  - My hobby.

## GRADE X—UNIT VII—ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

### POINT OF VIEW

In this unit the student learns how the body is made, how it functions and what should be done to keep it healthy. No emphasis is placed on anatomical or physiological detail but children should gain enough knowledge of how the body works to form a basis for intelligent care. It is not important to learn scientific terms except where they contribute to the general understanding of the structure being studied. Diagrams, charts, and other illustrative material should be used as much as possible. The teacher should try to relate explanations in physiology to good health practices whenever possible. The topics outlined in the other units should be kept in mind as there are many opportunities for correlation which will make the work of this unit more meaningful.

### GRADE VII

In Grade VII the unit is introduced by a general review of factors affecting growth and the importance of daily health habits in building body structures. This review forms the basis for a more detailed study of the purpose of the skeleton, how bones grow and develop, and the factors contributing to strong, well-formed bones. The muscular system is closely related to the study of the skeleton, since the contraction of muscles aids the growth of bones and forms a protective covering for them. In studying the muscles emphasis should be placed on the part they play in the work of every system, as for example, digestion, elimination, circulation, and especially body movements and posture. This emphasis gives sound reasons for developing strong, well-coordinated muscles.

### GRADE VIII

In Grade VIII two systems of the body are studied, the digestive and the circulatory. Students should learn in general terms the steps in digestion and the habits that contribute to good digestion. The work of the heart and the great blood transportation system should be related to the absorption and distribution of food, as well as to the topics in the preceding units, especially how the blood protects the body against infection. Steps taken to promote the health of these systems is much more important than technical knowledge.

### GRADE IX

The first part of this unit for Grade IX introduces students to the science of nutrition and is designed to help them evaluate everyday foods in terms of important food factors so that they may select with understanding a well-balanced diet. Since food cannot be used without oxygen, "the importance of respiration," and, "how oxygen is delivered to the cells" form the second part of this unit. Again, the teacher should endeavor to relate this part of the unit to studies made in previous units and to draw conclusions in terms of scientific health practices.

### GRADE X

In Grade X students study the nervous system with emphasis on the factors influencing its work. Since the physiology of the system is difficult to understand no attempt should be made to teach in detail the various parts of the system. Students could get a general idea of its structure and plan through a chart study. Practical illustrations of how the nervous system governs and controls should be introduced. The influence of the nervous system on health and disease should be stressed and also the factors that contribute to its well-being.

## SPECIFIC OBJECTIVES

### Understandings

As an outcome of the work in this unit the students should have acquired the following understandings:

1. The body is governed by a highly complicated and very specialized control system which responds to a wide variety of stimuli which arise from within the body and from one's environment.
2. Both physical and mental illnesses may arise from disorders in the nervous system.

### Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

1. The ability to realize the effect of physical illness and emotional upsets on the nervous system and to take precautions to prevent illness and emotional tensions.
2. The ability to analyze one's habits of living in order to discover ways of safeguarding the health of the nervous system.

### Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Appreciation that individual differences arise from wide differences in the functioning of one's person's nervous system and another's.
2. Willingness to accept the fact that the care of the nervous system is worthwhile and involves one's whole way of life.

## REFERENCES

*Health for You*, Chapters 19, 24, Pp. 409.

Pamphlets from the Health Education Division, Department of Health, Edmonton.

a. Poliomyelitis.

b. Venereal Disease—What You Should Know.

Films and Filmstrips (See Appendix).

## OUTLINE OF UNIT VII

- A. A Baby's Capacity to Learn is Dependent Upon the Nervous System.
- B. Man's Nervous System is Different From That of Animals.
- C. Individual Differences.
- D. The Meaning of Maturity.
- E. The Work of the Nervous System.
- F. The Structure of the Nervous System.
- G. Reflex Actions and Conditioned Responses.
- H. Fatigue and its Effects.
- J. Influence of Anxiety, Worry, and Nervous Tension.
- K. Mental Disease.
- L. Physical Diseases That Injure the Nervous System.



# GRADE X—UNIT VII—ONE'S PHYSICAL RESOURCES AND HOW TO USE THEM

## MAN'S MARVELOUS CONTROL SYSTEM

(suggested time allotment 4-5 weeks)

Content	Teaching Procedures and Suggested Activities
<p><b>A. A Baby's Capacity to Learn is Dependent Upon the Nervous System.</b></p> <p>A baby is born with a tremendous capacity to learn. All learning is dependent upon the nervous system. A baby's nervous system is unstable.</p>	<ol style="list-style-type: none"> <li>1. Discuss how a baby learns to talk, to walk, to throw things, to climb, to dress himself. Stress the various ways the baby receives messages, e.g., through his sense of hearing, taste, eyesight. Bring out the fact that he is constantly receiving messages from inside his body as well as from the outside, e.g., hunger, pain, instinctive drives to creep and climb.</li> <li>2. Give examples of a baby's unstable nervous system, e.g., is easily upset emotionally, develops fever quickly.</li> </ol>
<p><b>B. Man's Nervous System is Different From That of Animals.</b></p> <p>Man has accomplished great things partly because he has a nervous system much different from animals.</p>	<ol style="list-style-type: none"> <li>1. List ways in which man's abilities differ from those of animals, e.g., memory, keenness of observation, ability to see relationships, finer and more precise muscular movements, etc.</li> <li>2. Show how great inventions depend to some extent on these superior abilities.</li> </ol>
<p><b>C. Individual Differences.</b></p> <p>Individual abilities differ because of certain inherited nervous structures that are difficult to explain, e.g., differences in mechanical ability, musical ability, athletic ability, and ability to learn.</p> <p>Individuals differ in ability to undergo stresses, e.g., anxiety, sorrow, fear, fatigue.</p>	<ol style="list-style-type: none"> <li>1. Discuss the part played by heredity in developing these abilities.</li> <li>2. Show that environment is also a factor.</li> <li>3. Explain "battle fatigue" among soldiers. Analyze the meaning of such terms as, "He gets on my nerves"; "losing one's nerve"; "nervous breakdown."</li> </ol>
<p><b>D. The Meaning of Maturity.</b></p> <p>Maturity means learning control and learning to use one's nervous system to advantage.</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning of the expression, "acting one's age."</li> <li>2. List examples of immature behavior.</li> </ol>
<p><b>E. The Work of the Nervous System.</b></p> <p>The work of the nervous system is extremely complicated. It controls and harmonizes muscular movements. It co-ordinates the work of the various organs and systems. It conveys messages from our environment through the sense organs.</p>	<ol style="list-style-type: none"> <li>1. Show by many practical examples how the nervous system co-ordinates the movements of muscles, e.g., in playing tennis, basketball, etc.</li> <li>2. Show how the nervous system keeps the various systems working together, e.g., heart co-operates when more air is needed in strenuous exercise.</li> <li>3. Relate thought processes to the many experiences recorded by the nervous system.</li> </ol>



Content	Teaching Procedures and Suggested Activities
<p><b>F. The Structure of the Nervous System.</b></p> <p>The neuron is the basic unit. Extension of neurons make nerves. Brain, spinal cord and ganglia are nervous centers. The work of the central and autonomic systems and their close relationship.</p>	<ol style="list-style-type: none"> <li>1. Make a drawing of a neuron and explain its parts.</li> <li>2. Discuss the three kinds of neurons—sensory, motor and connecting.</li> <li>3. Study a chart of the nervous system to learn its various parts.</li> <li>4. Trace various kinds of stimuli through the central and the automatic systems. Show how these two systems lead to efficiency of action.</li> </ol>
<p><b>G. Reflex Actions and Conditioned Responses.</b></p> <p>Reflex action leads to quickness of response. Conditioned responses are reflex actions that have been acquired or learned. Habits are conditioned responses and may be beneficial or harmful.</p>	<ol style="list-style-type: none"> <li>1. (a) Explain reflex action. (b) Show that it may be neuro-muscular or neuro-glandular. (c) Discuss reflex action as a means of protection.</li> <li>2. Discuss habit formation and its value.</li> </ol>
<p><b>H. Fatigue and Its Effects.</b></p> <p>Fatigue leads to wrong connections and undesirable reactions.</p>	<ol style="list-style-type: none"> <li>1. Explain the physiological effects of fatigue, e.g., collection of wastes that act as irritants, loss of substance within nerve cells.</li> <li>2. Discuss the effect of fatigue on behavior, e.g., temper outbursts, poor muscular co-ordination, faulty judgments.</li> </ol>
<p><b>J. Influence of Anxiety, Worry, and Nervous Tension.</b></p> <p>Anxiety, worry and tensions may result in a breakdown of the right connections. Fatigue and tensions may cause physical as well as mental diseases, e.g., stomach ulcers, asthma, hives, and even colds.</p>	<ol style="list-style-type: none"> <li>1. List some safety values for emotional tensions, e.g., change of occupation, hobbies, recreation.</li> <li>2. Write a short essay on the importance of holidays.</li> <li>3. Show the relationship between nervous tension and catching a cold.</li> </ol>
<p><b>K. Mental Diseases.</b></p> <p>Mental diseases are serious disorders which have many causes—worry, fatigue, frustration, unhappiness, fears, and sometimes injury and glandular imbalance. Most mental disorders can be prevented. Prevention lies in understanding oneself and in society recognizing human needs.</p>	<ol style="list-style-type: none"> <li>1. Bring out the close relationship between normal and abnormal behavior, that is, that mental disease may lead to extreme behavior or actions that are not considered socially acceptable.</li> <li>2. Discuss the hopeful outlook for mental diseases today.</li> </ol>
<p><b>L. Physical Diseases That Injure the Nervous System.</b></p> <p>Some diseases may cause physical damage to the nervous system, e.g., cerebral palsy, poliomyelitis and syphilis.</p>	<ol style="list-style-type: none"> <li>1. Find out what the Provincial Health Department does for people crippled by poliomyelitis.</li> <li>2. Discuss the nature of cerebral palsy.</li> <li>3. Stress the relationship between nerve damage and muscular control in both cerebral palsy and poliomyelitis.</li> </ol>

## GRADE X—UNIT VIII—PREVENTING ACCIDENTS AND MEETING EMERGENCIES

### **Safety in Canada: Cutting the Accident Toll and Meeting the Problem of Civil Defence**

#### POINT OF VIEW

In our industrialized, highly mechanized society accidents take a tremendous toll of life. They assume a top ranking position in causing death and disability in the school ages. Feats of heroism and thrilling adventures are especially appealing to young people. A good school safety program aims to use constructively the craving for excitement and the love of adventure. For small children a distinction is made between "good adventures" and "bad adventures." For students in high school grades emphasis is laid on the stupidity of spoiling a good time, or allowing one's self to be taken out of the running, temporarily or permanently, for lack of "know-how" in doing things.

This unit outlines safety education with specific emphasis at the different grade-levels on special areas, such as the home, the school and the highways. The teacher, however, should use his own judgment in teaching safety measures that are important in safeguarding the lives of the children in his class, keeping in mind the potential dangers in their activities and environment. General principles of first-aid should be closely correlated with safety education. Time should be taken for demonstrations and practice in simple first-aid procedures.

#### GRADE VII

In Grade VII emphasis is placed on safety in the home. About one-third of all fatal accidents occur in the home, and since statistics show that the very young and the very old are particularly susceptible to home accidents, it is important to develop in this age group a feeling of responsibility for safeguarding younger brothers and sisters and old people who may be living in the home.

#### GRADE VIII

In Grade VIII safety in and around the school is considered. Here, emphasis should be on the value of co-operative efforts of teachers, students, caretakers and other workers in making the school a safe and pleasant place in which to work. Students should be able to make a critical survey of possible hazards and to work out their own solutions for overcoming them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds.

#### GRADE IX

Highway safety which is stressed in Grade IX is a particularly important part of school safety education. Problems should be attacked in a scientific way with an analysis of why accidents occur and a consideration of prevention in terms of vehicle and road construction, highway regulations, and personal behavior. Again, this section should be adapted to the particular needs of the community since there will be a considerable difference in the approach in urban centers from that in rural areas. Illustrative material is valuable in this section of the unit and many good films are available. The teacher should investigate the materials supplied free of charge by the Alberta Motor Association and the Alberta Safety Council.

## GRADE X

In Grade X students study Canada's accident picture as a national public health problem. The course is designed to give an overview of the safety problem in industry, transportation and recreation, and, in addition, to prepare students to play their part in national defence. Considerable emphasis should be placed on the psychology of safety with a study of factors related to accident-proneness, such as emotional conflicts. At this grade level playing one's part as a citizen in protecting others, assisting in disasters, and working for safety measures in all our activities should be stressed.

### SPECIFIC OBJECTIVES

#### Understandings

As an outcome of work in this unit the student should have acquired the following understandings:

1. The accident picture for Canada as a whole can be improved by individual co-operation.
2. Every citizen has an interest in the prevention of national disasters.

#### Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

1. The habit of acting in a manner that will contribute to general safety.
2. The habit of using self-control to assist in the prevention of accidents in recreation, transportation and the community generally.

#### Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Concern for the results of accidents in recreation, transportation, and industry.
2. Willingness to share in the maintenance of public safety.

### REFERENCES

*Canada Year Book*

Publications, Alberta Safety Council, 9656 Jasper Avenue, Edmonton.

Pamphlets, Alberta Motor Association, 9905 - 101A Avenue, Edmonton.

Information on Safety, Workmen's Compensation Board, Provincial Building, Edmonton.

*Health for You*, Crisp, Section 5—Your Health and Safety.

"Swimming and Water Safety," Canadian Red Cross, Calgary and Edmonton.

"Disaster Services and Manual," Canadian Red Cross, Calgary and Edmonton.

Films and Filmstrips (See Appendix).

### OUTLINE OF UNIT VIII

#### SECTION I—PROTECTION IN PUBLIC TRANSPORTATION

- A. Water Transportation
- B. Rail Transportation
- C. Air Transportation



## SECTION II—PROTECTION IN RECREATION

- A. Water Safety
- B. Camping and Hunting
- C. Special Hazards of Winter Sports
- D. Special Celebrations

## SECTION III—SAFETY IN INDUSTRY

- A. Planned Buildings
- B. Sanitation
- C. Good Housekeeping
- D. Protection From Accidents
- E. Promoting Safety in Industry

## SECTION IV—DOING ONE'S SHARE IN CIVIL DEFENCE

- A. Objectives of Civil Defence
- B. Lessons Learned From Recent Civil Disasters
- C. Necessity for Pre-established Plans to Meet Emergencies.

## GRADE X—UNIT VIII—SAFETY IN CANADA: CUTTING THE ACCIDENT TOLL AND MEETING THE PROBLEMS OF CIVIL DEFENCE

(suggested time allotment 4-5 weeks)

### SECTION I—PROTECTION IN PUBLIC TRANSPORTATION

Content	Teaching Procedures and Suggested Activities
<b>A. Water Transportation</b> Construction of ships and docks, fire prevention, overcoming hazards such as fogs and icebergs, depth determination, navigational aids (such as radio, radio telephone, wireless, etc.) qualifications of crew, coast patrol, etc.	<ol style="list-style-type: none"><li>1. Discuss some of the tragic accidents at sea and on the Great Lakes and their possible causes.</li><li>2. Have a committee report on special inventions that are helping to overcome water-transportation accidents.</li><li>3. Report on the contribution of the Panama and Suez Canals to the safety of seamen and passengers.</li></ol>
<b>B. Rail Transportation</b> Improvements in the construction of coaches, new types of brakes, safer road bed, train examinations, signals, qualifications of crew.	<ol style="list-style-type: none"><li>1. Make a graph showing loss of life in Canada from various types of transportation accidents.</li><li>2. Use current news stories on train accidents to initiate discussion of factors causing accidents.</li></ol>
<b>C. Air Transportation</b> Improved aeroplane construction e.g., control instruments, pressurized cabins. Navigational aids—radio beacons, radio telephone, radar screens, lights, astro navigation, etc. Weather forecasting. Qualifications and physical conditions of crew. Safety at airports. Private flying—safe or not?	<ol style="list-style-type: none"><li>1. Explain how the barometer and compass aid the pilot.</li><li>2. Find out the qualifications of a commercial air pilot.</li><li>3. List some of the things done to make an air passenger's trip comfortable.</li><li>4. Discuss the safety record of Trans Canada Air Lines.</li><li>5. Conduct a debate on the topic, "In making a long overland trip it is safer to travel by air than by highway."</li></ol>



## SECTION II—PROTECTION IN RECREATION

Content	Teaching Procedures and Suggested Activities
<b>A. Water Safety.</b> Swimming, boating, fishing.	<ol style="list-style-type: none"> <li>1. Develop safety codes for various recreational activities.</li> <li>2. Have a fisherman discuss the relative hazards of fishing in streams or using boats on lake or river.</li> <li>3. Demonstrate artificial respiration.</li> </ol>
<b>B. Camping and Hunting.</b> Clothing and equipment, food, insects, fatigue, heat exhaustion, frostbites.	<ol style="list-style-type: none"> <li>1. Discuss effect of high altitudes on people from low altitudes. Relate this discussion to vacationing in the mountains.</li> <li>2. Obtain statistics on forest fire losses. Discuss this in respect to campers.</li> <li>3. Have a Boy Scout tell how to plan a safe hike.</li> <li>4. Learn how to give first-aid treatment for insect bites, heat exhaustion, frost bites, and other emergencies met in camping.</li> </ol>
<b>C. Special Hazards of Winter Sports.</b> Skating, skiing, tobogganning.	Form committees to set up short objective tests on accidents in recreation and administer them to the rest of the class.
<b>D. Special Celebrations.</b> Candles, firecrackers and fireworks, kite-flying.	Discuss accidents that occur in Christmas celebrations and at various community festivities.

## SECTION III—SAFETY IN INDUSTRY

<b>A. Planned Buildings.</b> Location, construction, floor plan, lighting, locations of special rooms such as boiler room, chemical storage.	<ol style="list-style-type: none"> <li>1. Have your name placed on the mailing list of the Workmen's Compensation Board for their safety materials.</li> <li>2. Discuss services rendered by this Board.</li> <li>3. What hazards and safeguards do you see in the construction work going on in your community?</li> </ol>
<b>B. Sanitation</b> Location and cleanliness of washrooms, locker and rest rooms, drinking fountains.	<ol style="list-style-type: none"> <li>4. Discuss the influence on safety of worry, anger, fear, talking a great deal and fatigue.</li> </ol>
<b>C. Good Housekeeping</b> Methods of cleaning, traffic problems, smoking.	<ol style="list-style-type: none"> <li>5. Collect pictures of safety devices and equipment.</li> <li>6. If possible, visit a factory and report on dangers and safety devices.</li> </ol>
<b>D. Protection From Accidents</b> Common hazards such as falls, dropping things on feet, bumping into equipment, cuts.  Machinery safety—guards for equipment, dangerous aspects	<ol style="list-style-type: none"> <li>1. Have committees set up safety booklets using free pamphlets, advertising materials, etc., on selected topics.</li> <li>2. Have the class make a file of safety information from current periodicals, newspapers, pamphlets, etc., for general use.</li> </ol>

Content	Teaching Procedures and Suggested Activities
<p>of gear wheels, circular saws, rollers, planes, etc.</p> <p>Electrical hazards — types of special clothing, e.g., goggles, helmets, masks, gloves, special shoes, leg shields, asbestos suits.</p> <p>Style hazards—jewelry, celluloid articles, loose clothes, neckties, hair styles.</p> <p><b>E. Promoting Safety in Industry</b></p> <p>Selection of personnel, safety training, safety committees and campaigns, safety services (doctor, nurse, first-aid stations.)</p>	<ol style="list-style-type: none"> <li>3. Appoint a committee to select and arrange posters for special topics under discussion.</li> <li>4. Emphasize particular hazards of industry in your own community, e.g., farm machinery in a rural community, lumbering in wooded areas and mining in special areas.</li> <li>5. Discuss importance of correct clothing for the job. Relate clothing necessary in industry to selection of clothing for jobs done by students.</li> </ol> <p>Have students whose parents work in special industries bring information on safety promotion in these industries.</p>

#### SECTION IV--DOING ONE'S SHARE IN CIVIL DEFENCE

<p><b>A. Objectives of Civil Defence:</b></p> <p>To prepare any community to meet a civil disaster.</p> <p>To reduce the damage of enemy action on civilians and their property.</p>	<ol style="list-style-type: none"> <li>1. Make a list of reasons why Civil Defence is important to Canada now.</li> <li>2. Discuss the organization necessary to meet a large-scale disaster such as the flood in Winnipeg in 1949.</li> <li>3. Set up civil organization charts for Dominion, Provincial and local levels.</li> <li>4. Collect and discuss materials issued under Canada's Civil Defence Training Program.</li> </ol>
<p><b>B. Lessons Learned From Recent Civil Disasters</b></p> <p>Fraser Valley Flood, Red River Flood, Romouski Fire, Cabano Fire.</p>	<p>The Red Cross has long experience in Disaster Relief. Find out about their organization in "Disaster Services Manual."</p>
<p><b>C. Necessity for Pre-established Plans to Meet Emergencies.</b></p> <p>Chain of command, control centers, evacuation committees, traffic control, transportation, maintenance of communication, etc.</p>	<p>Ask a member of your Civil Defence Committee to speak to your class on the plans being made to meet emergencies in your community.</p>

## GRADE X—UNIT IX—SELECTING A VOCATION

### POINT OF VIEW

This unit is an attempt to help students adjust to the future world of work by establishing good work habits, surveying local jobs, and considering the choice of a career. The value of education and training should be stressed. There should be no attempt to direct the student to a specific career. Rather, he should be given information and encouraged to make up his own mind with the help of his parents.

### GRADE VII

Unit IX of the Grade VII course is an attempt to stress the importance of good work habits in any job. One section of the unit has been devoted to the "success" stories of well-known men and women. The stress should be placed upon the characteristics of these people which helped them to overcome obstacles. Objective discussion of thrift habits in relation to the use of money should prove of value to students.

### GRADE VIII

Students at this age level are developing a general interest in jobs in terms of work that their fathers and older brothers and sisters are doing. A classification of fields of occupations should not be attempted till the Grade IX year. The relation of school habits to job habits should make more real and practical the results of day-by-day effort. The students should now be at the stage in their development where they can discuss with understanding the satisfaction from good work in contrast to indifferent, half-hearted effort.

### GRADE IX

This unit presents an overall picture of job fields and occupational opportunities and of the factors that one should consider in selecting a career. The situation in Alberta should receive particular attention. Stress should be placed upon the advantages accruing to the individual through continued education and the desirability of fostering proper attitudes towards work. The material in this unit should help to stimulate the student to begin his career planning.

### GRADE X

This unit contains a more detailed approach to specific career qualifications. Each student should appraise himself in terms of aptitudes and abilities. It is expected that each student at the end of Grade X should be able to choose the broad field he wants to enter and to organize his future education in terms of the requirements demanded by this field.

### SPECIFIC OBJECTIVES

#### Understandings

As an outcome of the work of this unit, the student should have acquired the following understandings:

1. High school education is generally an asset.
2. Choosing a vocation requires special planning and preparation.

#### Skills, Abilities and Habits

The work in this unit should help the student to develop the following skills, abilities, and habits:

1. The ability to assess the special requirements of different vocations.
2. The ability to recognize and apply the qualities that make for success in a job.

### Attitudes

The work in this unit should help the student to develop the following attitudes:

1. Critical inquiry respecting information about future job opportunities.
2. Willingness to develop, insofar as possible, the personal characteristics that will help him do a better job.

### REFERENCES

*Personal Problems*, Sections 36, 37.

Secondary References: The following Life Adjustment Booklets will prove useful. They are relatively inexpensive and may be obtained on special order from the School Book Branch:

Choosing Your Career  
Discovering Your Real Interests  
Getting Job Experience  
How to Get the Job  
Our World of Work  
School Subjects and Jobs  
What Employers Want  
Your Personality and Your Job  
You and Unions

The following booklets are obtainable from the Guidance Branch, Department of Education.

Building a Library of Occupational Information  
Employment Trends and Occupational Opportunities  
Outline of Degree Courses offered by Canadian Universities  
Non-degree Courses Available in Canadian Universities and Special Schools  
How to Study an Occupation.

### OUTLINE OF UNIT IX

- I. PLAN OF ATTACK
  - A. General Points to Consider in Career Selection
  - B. High School Education is an Asset
  - C. Reasons People Select the Wrong Jobs
- II. THE IMPORTANCE OF INTERESTS IN CHOOSING A VOCATION
  - A. Interests
  - B. The Interest Inventory
- III. APTITUDES AND THEIR RELATIONSHIP TO VOCATIONAL CHOICE
  - A. The Aptitudes and Abilities for Specific Vocations
  - B. Ease of Learning
  - C. Training on the Job



- IV. PERSONALITY AND ITS RELATIONSHIP TO VOCATIONAL CHOICE
  - A. Personal Qualities Common to All Employees
  - B. Failure in School and Success in Business
  - C. Importance of Personality Factors
- V. JOB FAMILIES AND OPPORTUNITIES
  - A. Career Nights
  - B. Job Families and Terms Used to Describe Them
  - C. Reasons for Rapid Turn-over
  - D. Factors that Affect Supply and Demand
  - E. Survey of Local Job Prospects
- VI. MAKING THE MOST OF OPPORTUNITIES TO SECURE EMPLOYMENT
  - A. Reasons for Selecting Certain Jobs
  - B. Information About Jobs
- VII. EFFECTIVE PROCEDURES IN APPLYING FOR A JOB
  - A. Letter of Application
  - B. The Interview
  - C. References
- VIII. MAKING GOOD ON THE JOB
  - A. Reasons for Success
  - B. School Habits That Help

## GRADE X—UNT IX—SELECTING A VOCATION

(suggested time allotment 4-5 weeks)

### SECTION I—PLAN OF ATTACK

Content	Teaching Procedures and Suggested Activities
<b>A. General Points to Consider in Career Selection</b>  Reference: <i>Personal Problems</i> Section 33.	<ol style="list-style-type: none"> <li>1. Have the class select three common occupations that students engage in during the summer recess. Appoint committees to translate these activities to specific careers that people might choose, and present to the class reports on the value of these occupations in terms of ultimate career goals. A general discussion to sum up this activity should emphasize the value of securing employment in job fields of interest during the summer months of the years before graduation.</li> <li>2. List with the class the factors that should be considered in selecting a career. In addition to the general factors include others such as effects of weather and sickness upon one's daily wage, seasonal employment, security of tenure, annual wages and increments, sick benefits, annual holidays, hours of work, occupational hazards, etc.</li> <li>3. "Far fields look green." Ask the class to consider this saying in relation to the choice of a career. Attempt to bring out the point that young people often lack a sense of realism and are more interested in the glamor of certain jobs.</li> </ol>

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li>4. Discuss with the class the topic, "Choosing one's life work." Certain students may be asked to state their occupational ambitions and explain this choice; others might introduce the part that interests and influences play in selecting a career; others may attempt to list for the class additional factors they consider of importance in job selection. Discussion should terminate with a review of the general points one should keep in mind in approaching in career selection.</li> <li>5. Have two separate committees investigate and report on the work of personnel managers in business and of school counselors.</li> <li>6. A committee might be asked to present a brief report on what trade unions are, their history, and their growing importance. Discuss how unions have helped in matters of wages, security of tenure, improved working conditions, etc. It should be brought out in the discussion that with increase in strength and power, unions also develop or should develop in their members a sense of responsibility.</li> <li>7. "People generally live according to certain standards." Discuss the relationship of living standards to working conditions, monetary returns, contribution to society.</li> <li>8. Have two teams debate the advantages and disadvantages of promotion on the basis of seniority.</li> </ol>
<p><b>B. High School Education Generally is an Asset</b></p> <p>Reference:  <i>Personal Problems</i>            Section 37.</p>	<ol style="list-style-type: none"> <li>1. Analyze with the class the practical relationship of educational attainment to employment possibilities.</li> <li>2. By general discussion have the class determine the value of school work habits in terms of future employment, noting particularly those habits that have the greatest carry-over value.</li> <li>3. Arrange for a debate on either of the following subjects: "The high school should offer a program of general education," or "A high school education is necessary for the business world." The participants should be encouraged to obtain evidence to support any statements made.</li> </ol>
<p><b>C. Reasons Why People Select the Wrong Jobs.</b></p>	<ol style="list-style-type: none"> <li>1. Assign for student reports subjects such as: blind alley jobs; square pegs in round holes; white collar jobs.</li> <li>2. In class discussion list various reasons why people select the wrong jobs. Factors to consider may be: influence of friends; parental persuasion; viewing the job unrealistically; lack of knowledge of one's aptitudes, abilities, and interest; the influence of prestige; the influence of a good starting salary; and taking the line of least resistance.</li> </ol>

**Evaluation Devices**

Have a committee prepare a true-false test on the reasons why people select certain jobs. The committee should assign the test and provide for its scoring.

**SECTION II—THE IMPORTANCE OF INTERESTS IN CHOOSING A VOCATION**

Content	Teaching Procedures and Suggested Activities
<b>A. Interests</b>	<ol style="list-style-type: none"><li>1. Ask the students to list three occupations in which they are interested and rate them in order of preference.</li><li>2. Have each student list the things that he likes to do including interests at home, at school and in the community. By class discussion, summarize the influence of interests upon one's actions.</li><li>3. "A relationship can be seen between enthusiasm and interests." Discuss with the class the foregoing statement in terms of work success. Obtain an answer to the question of what is likely to happen if a person does not enjoy the work that he is doing.</li><li>4. Appoint two committees, one to consider the forms of day-dreaming that high school students indulge in; the other to consider means by which these day-dreams can be overcome. These reports will serve to draw attention to the dangers that exist in day-dreaming, or in imagined interests, as contrasted with real interests.</li></ol>
<b>B. The Interest Inventory.</b>	<ol style="list-style-type: none"><li>1. Ask students to correlate their stated interests with possible jobs that they might select. They should note that some interests are transitory and, therefore, not too reliable in vocational planning.</li><li>2. Invite the counselor or guidance officer to talk to the class about the interpretation of an interest inventory, such as the Kuder Preference Record.</li></ol>

**Evaluation Devices**

1. For purposes of evaluation select four well-known occupations and a list of general interests. Ask the students to place the interests that are applicable opposite each occupation.
2. As a summary have students write an essay on, "Why business generally gives preference to applicants with a Grade XII diploma." The students should bring out some of the following points: better material for promotion; more mature socially; mentally; emotionally; better general knowledge; ability to absorb specialized training; persistency in reaching a goal.
3. To summarize, ask the students to list 10 occupations in which one of the prime requirements of the employee is his ability to meet the public; and to list 10 occupations which do not need this requirement.

**SECTION III—APTITUDES AND THEIR RELATIONSHIP TO VOCATIONAL CHOICE**

Content	Teaching Procedures and Suggested Activities
<b>A. Aptitudes and Abilities For Specific Vocations</b>	<ol style="list-style-type: none"><li>1. By class discussion illustrate the relationship of abilities to vocational choice. Select one oc-</li></ol>

Content	Teaching Procedures and Suggested Activities
<p>Reference:  <i>Personal Problems</i>  Sections 13, 14.</p>	<p>cupation which is of interest to many in the group and have the class suggest abilities and aptitudes that this job demands.</p> <ol style="list-style-type: none"> <li>2. Aptitudes can be thought of as those skills one is born with, and abilities as those acquired as a result of environment. Have the class list under these two headings abilities and aptitudes suggested under 1. above.</li> <li>3. Appoint committees of students to consider the special abilities needed for each of the following: musician, pilot, doctor, teacher, salesman, farmer, geologist or petroleum-engineer. Some of the points to consider may be: educational, mental, physical, special aptitudes, financial investment required, etc.</li> </ol>
<p><b>B. Ease of Learning and Intelligence Tests</b></p>	<ol style="list-style-type: none"> <li>1. Ask the students to assess themselves as average or above average, by considering the ease by which they learn.  They might consider supporting evidence as follows:  Standing in class, learning easily, thinking rapidly, solving problems, reading with ease, writing good essays, standing and walking smartly, interest and participation in extra-curricular activities.</li> <li>2. Discuss with the class a normal distribution curve of intelligence test scores with the approximate percentage of people in each group. Bring out the purpose that intelligence tests serve and discuss their limitations.</li> <li>3. Have the students write essays on one or both of: <ol style="list-style-type: none"> <li>(a) "Reasons why certain students fail to work up to the level of their mental ability." They should bring out such factors as poor attendance, lack of motivation, poor work habits, lack of competition, insufficient attention to their work, emotional instability.</li> <li>(b) "Selection of an occupation in terms of a person's ability." It should be noted that people of average ability or less are often interested in jobs requiring considerable ability.</li> </ol> </li> </ol>
<p><b>C. Training on the Job</b></p>	<p>Appoint committees to report on the following means of continuing an education: University, apprenticeship training, correspondence courses, night school, business colleges, training on the job.</p>

#### Evaluation Devices

Assign to a committee the preparation of an objective test on possible abilities that five occupations demand. These should be sufficiently specific to permit jumbling. Students can be asked to match the abilities and the jobs.



SECTION IV—PERSONALITY AND ITS RELATIONSHIP TO VOCATIONAL CHOICE

Content	Teaching Procedures and Suggested Activities
<p><b>A. Personality Qualities Common to all Employees</b></p> <p><b>Note:</b> This may be correlated with Unit VI, Section I, Subsection 4.</p>	<ol style="list-style-type: none"><li>1. Prepare with the class a rating scale for personal assessment by the individual of the qualities that can be considered important in assessing oneself for a job situation. Included in this list are such points as initiative, mental alertness, manners, judgment, getting along with people, health, appearance, etc. From the individual findings determine a general scale and present it to some business man for his criticism.</li><li>2. Review with the class various personal qualities, including interests, abilities and aptitudes that are of value in analyzing a person's possible job success.</li></ol>
<p><b>B. Failure in School and Success in Business.</b></p>	<p>Discuss the topic, "Why is it that some who are not a success in school often make out well in business?"</p>
<p><b>C. Importance of Personality Factors</b></p>	<ol style="list-style-type: none"><li>1. Review with the class the table found in Unit V showing the reasons for discharge or failure to earn promotion. It should be drawn to the attention of students that lack of specific skills was responsible for only 10 percent of dismissals and 23.5 percent of cases in which promotion was not yet given. The student should be encouraged to appreciate that success on the job rests in the main with factors over which they have control.</li><li>2. From the list of character traits leading to failure in business ask the members of the class to compile a list of positive traits that will generally bring success.</li><li>3. Ask each student to select from amongst his friends the one whom he considers possesses the personality that would make him a good supervisor or executive in some company. The person selected should not be named. By class discussion bring out the reasons why such selections were made. Particular attention should be given to the effect of personality.</li></ol>

SECTION V—JOB FAMILIES AND JOB OPPORTUNITIES

<p><b>A. Careers Nights</b></p>	<p>Arrange for a Career Night. A ballot may be taken to determine the vocations in which most students are interested. More specific information regarding organization may be obtained from the Guidance Branch, Department of Education.</p>
<p><b>B. Job Families and Terms Used to Describe Them</b></p>	<ol style="list-style-type: none"><li>1. By class discussion define each of the terms used to list job families, and associate them with particular jobs.</li><li>2. From the Canada Year Book select the various classes of occupations listed for Canada and note under which of the job families each would be placed. In addition, find the approximate number of people in Canada employed under each job family in 1941 and 1930.</li></ol>

Content	Teaching Procedures and Suggested Activities
	<ol style="list-style-type: none"> <li>3. A similar activity to 2. above could be attempted for Alberta.</li> <li>4. Using the bulletin issued by the Department of Education, "Building an Occupational Information Library", and "Sources of Free and Low-Priced Material", have the students work as a general committee to set up a library of occupational information in your school or class. The library should be organized on a specific basis and established in such a way that it will be added to from year to year.</li> </ol>
<b>C. Reasons for Rapid Turn-over</b>	<ol style="list-style-type: none"> <li>1. "Certain organizations prefer boys to girls for clerical work." By class discussion attempt to determine the reasons, and list some of the organizations.</li> <li>2. Have the students list a number of occupations in which jobs are generally available because of rapid turn-over. Ask them to suggest possible reasons.</li> </ol>
<b>D. Factors That Affect Supply and Demand</b>	<ol style="list-style-type: none"> <li>1. In class discussion attempt to develop a fairly complete list of reasons why applicants sometimes do not get the job.</li> <li>2. List with the class various factors that affect supply and demand in the labor market. Apply these to two or three selected industries of importance locally.</li> <li>3. Provide for class discussion on the topic "Wages paid may be used as a guide to indicate the supply and demand for workers in a particular field."</li> <li>4. Appoint committees to report on the following: (a) Effect of weather upon employment; (b) Effects of international trade agreements on employment; (c) Effects of world crop conditions on employment; (d) Effects of economic conditions on employment.</li> </ol>
<b>E. Survey of Local Job Prospects</b>	Organize a survey of local job prospects in terms of part-time work and permanent employment.

#### Evaluation Devices

1. Assign for review purposes an essay on the topic, "Why I should choose employment in an expanding field." The students should list fields of employment in Alberta which are expanding and note some of the factors that may cause a particular industry to expand or contract.
2. To summarize the work of this section provide a list of fifty occupations found in Alberta, and ask the students to place each in one of the job families found in the Content.

### SECTION VI—MAKING THE MOST OF OPPORTUNITIES TO SECURE EMPLOYMENT

Content	Teaching Procedures and Suggested Activities
<b>A. Reasons for Selecting Certain Jobs</b>	<ol style="list-style-type: none"> <li>1. Have a committee prepare an opinion as to why a person should know something of the</li> </ol>

Content	Teaching Procedures and Suggested Activities
	<p>firm and type of work for which he is applying. The report should be presented and the discussion led by members of the committee.</p> <ol style="list-style-type: none"> <li>2. Develop class discussion on the topic, "Work hurts no one." Try to bring out the value in selecting summer employment according to one's interest and possible future career.</li> <li>3. Discuss the value of summer travel and summer employment.</li> </ol>
<p><b>B. Information About Jobs</b></p>	<ol style="list-style-type: none"> <li>1. In class discussion list the various means for finding out about jobs (firm-to-firm canvass, National Employment Service, advertisements, former employees and employers, friends and relatives, etc.)</li> <li>2. Assign for study the "want ad" section of the daily newspaper, particularly "Situations Wanted" and "Situations Vacant." Ask each student to make up an advertisement for each of the above categories. Appoint one committee of students to examine the "ads" for "Situations Wanted" and another committee for "Situations Vacant" and have each committee report its findings as to form, content, etc.</li> <li>3. Discuss in class the following statements: <ol style="list-style-type: none"> <li>(a) I will not ask my friends for a job. They will think I am begging for one.</li> <li>(b) I will ask Mr. Brown if I may use his name.</li> <li>(c) What responsibility do I owe to those whose names I have used if I am accepted for the job?</li> </ol> </li> <li>4. Appoint a committee of students to investigate and report on the services provided by National Employment Service. This committee may contact the local office personally or write to the nearest office. These are located at Dawson Creek, Edmonton, Edson, Calgary, Red Deer, Drumheller, Lethbridge, Medicine Hat, and Blairmore. Worthwhile discussion should develop on the relationship of these services to the placement of students.</li> <li>5. Ask two students to argue for or against the following statement: "Canvassing firms for a job is a waste of time."</li> <li>6. In class discussion encourage opinions as to the assistance that can be offered by members of the school staff in obtaining a job.</li> </ol>

#### Evaluation Devices

Ask the students to list various means they could use to find out about jobs. It is suggested that throughout Unit IX continuous evaluations of pupil participation, attitudes, growth in understandings, and achievement of skills and abilities be carried on.

## SECTION VII—EFFECTIVE PROCEDURES IN APPLYING FOR A JOB

Content	Teaching Procedures and Suggested Activities
<b>A. Letter of Application</b>	<ol style="list-style-type: none"> <li>1. In conjunction with the English Teacher arrange for the students to discuss letters of application, their purpose, form, and content. On the blackboard compare good and bad models of letters of application.</li> <li>2. Students should be asked to prepare letters for the following purposes: (a) In answer to a box number listed in the daily paper, (b) For position as office help, (c) For position as school teacher, (d) For a position as salesman, (e) For a position as an apprentice in motor mechanics.</li> <li>3. Determine by class discussion the relative merits of applying for a job personally or by letter.</li> <li>4. In what ways might a letter of application be more effective than a personal interview?</li> <li>5. Have the class list points to be observed in planning the body of the letter of application. This should bring out the necessity for clarity and brevity, for careful planning to include all information required, for care in creating the right impression. To what extent should the pronoun, "I" be used?</li> <li>6. Ask the students to prepare a paragraph discussing the statement, "Your letter is a sample of your work."</li> <li>7. Ask the class to give some consideration to the statement, "Letters do not 'land' jobs; they only provide contacts."</li> </ol>
<b>B. The Interview</b>	<ol style="list-style-type: none"> <li>1. In class discussion attempt to bring out the relationship between a salesman selling a product and the job applicant selling himself to an employer. To illustrate: (a) A salesman must be honest in describing his product, (b) A salesman must have a product good enough to meet the competition, (c) A salesman must try to make a favorable impression on his customer.</li> <li>2. Ask the students to outline or prepare what they would say to an employer in answer to the question, "What experience have you had?" It is a difficult question to answer but certain activities require specific skills that are of value on the job. This exercise will also help the student to realize the need for careful planning before the interviews.</li> <li>3. Ask each student to select a particular job for which he wishes to apply and to determine how much personal history he would give and the particular qualifications he possesses. The students should understand why this pre-planning prior to the interview is of value. Have groups evaluate individual reports of students to determine the appropriateness of the material.</li> </ol>



Content	Teaching Procedures and Suggested Activities
<p><b>C. References</b></p>	<ol style="list-style-type: none"> <li>4. Class discussion should list the personal steps that each one should take before applying for the interview. Included in these steps are a good rest, personal hygiene, care in grooming and dress, and a full pen. Proper accessories are important in girls' dress.</li> <li>5. List the immediate steps prior to the interview. The applicant should be in good time and should go alone to the interview. An attitude of quiet confidence is helpful.</li> <li>6. Arrange for dramatizations by class members of the following and ask the class to criticize constructively each in detail: (a) Entering the office for an interview, (b) The exchange of greetings, (c) Creating a good impression through deportment and conversation.</li> <li>7. In class discussion obtain suggestions as to the most satisfactory means of creating a good impression on the prospective employer or interviewer.</li> <li>8. Ask for paragraphs in answer to the following questions:             <ol style="list-style-type: none"> <li>(a) Why did you apply for a job with our firm?</li> <li>(b) Why did you leave your last job?</li> <li>(c) What makes you think you could handle this job?</li> <li>(d) What starting salary would you expect?</li> </ol>             From answers given, have students decide whether or not they, as employers, would employ the applicants.           </li> <li>9. Obtain class opinions as to the correct behavior when the applicant is told he cannot have the job. Have them determine the reasons why proper behavior is important.</li> <li>10. The following suggestions may prove of value:             <ol style="list-style-type: none"> <li>(a) Select three students with a fair amount of poise and have them interviewed in front of the class by some personnel manager or business man as a means of summarizing the work on the interview.</li> <li>(b) Arrange for a personnel manager or business man to speak to the class on "What I look for in an interview."</li> <li>(c) Mimeograph some application forms used by business or industry and have the students fill them in.</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>1. Endeavor to bring out in the class appreciation for the value of good references and the need for asking permission of the references in using their names. It should also be realized that a word of thanks in person or by letter to the references is good manners.</li> <li>2. By class discussion list kinds of references viz: Character references, academic references, achievement references, work experience references, etc.</li> </ol>

Evaluation Devices

- 1. Dramatize a short scene in which an applicant tells his prospective employer of his work experience. By class discussion constructively criticize the interview.
- 2. Have half the class write references and the remaining pupils act as employers to receive the references. The employers should then decide whether or not to employ the applicants on the basis of the references received. From this, prepare an accepted procedure to be followed in asking for and using references.
- 3. Prepare a True or False test on the points to be observed in an interview.

SECTION VIII—MAKING GOOD ON THE JOB

Content	Teaching Procedures and Suggested Activities
<p><b>A. Reasons for Success</b></p> <p>References: <i>Personal Problems</i> Sections 35, 36 (1, 2, 4)</p>	<ul style="list-style-type: none"><li>1. Present for class discussion the statement, "Business will not tolerate repeated mistakes." Encourage the students to appreciate that accurate work is essential and that careless, indifferent work is costly not only to the employer but also to the worker in terms of job success and job security. Give a practical example of a letter which might cost a business firm money or affect its reputation.</li><li>2. Ask each student to present their individual opinions on the reasons why loyalty to the firm for whom a person is working is essential for success.</li><li>3. Ask each student to explain what each of the following terms mean and to outline briefly their application to industry: confidence, tact, honesty, initiative, "Clock watching", "Apple polishing."</li><li>4. Have the class consider various means by which an employee can become more familiar with his work and prepare himself for possible promotion.</li><li>5. Discuss the importance of the employee studying his immediate superior as a means of learning how to get along with him. It is necessary that the employee be on good relations with him?</li><li>6. The students might like to argue the following statements: (a) "To be happy on the job, one must co-operate." (b) "An impersonal attitude is valuable in business."</li><li>7. Obtain student reaction to the following statement, "An individual is only as important as his job; every person must take orders from someone in authority."</li><li>8. Have a committee of girls and one of boys prepare reports for presentation to the class on the topic: "Moving from job to job is a waste of time and money."</li><li>9. Ask each student to list the qualities that he considers important for success on the job and ask him to check those which apply specifically to part-time and summer employment.</li></ul>
<p><b>B. School Habits That Help</b></p>	<ul style="list-style-type: none"><li>1. Assign to a committee of students the task of preparing a list of rules and regulations that the school imposes and parallel this with</li></ul>

Content	Teaching Procedures and Suggested Activities
	<p>a list of rules that business requires. The latter, however, dignifies the rules by such polite terms as policy, custom, etc. A worthwhile discussion might arise following the committee report on why companies develop certain policies.</p> <ol style="list-style-type: none"> <li>2. Arrange for a graduate from last year's Grade XII class, who is now employed, to discuss with the class his experiences in business and the part that rules play.</li> <li>3. By a panel or class discussion have the pupils present their ideas on the difference between attending school and getting an education.</li> <li>4. "We are always learning." Have the class discuss the above in terms of continuing to learn when they enter employment.</li> </ol>

### Evaluation Devices

1. Ask the students to write a short paragraph summarizing, "Why does business have to have rules?"
2. Have the class write their reactions to the statement, "Faraway pastures are not always green." Some of the answers to the above may be read and discussed in class.
3. Conduct an open forum on the topic, "Why I should always do my best on the job." Evaluate the pupils on the basis of participation, attitudes, and conduct. Continuous evaluation is necessary.

## APPENDIX

### FILMS AND FILMSTRIPS AVAILABLE FROM THE AUDIO-VISUAL AIDS BRANCH, DEPARTMENT OF EDUCATION

#### NOTES:

1. The pamphlet, "The Film in Group Discussion", available from the Guidance Branch, may prove useful in developing a method for class use of films.
2. Additional films may be obtained from the Health Education Division, Department of Health, Edmonton, and from the Division of Visual Instruction, Department of Extension, University of Alberta. There is a small charge for the latter.
3. Teachers are advised to select films well in advance because the films available must serve a large number of schools. If possible, the films required for the school year should be listed early in the year with approximate required dates given after each film. The list should then be forwarded to the Audio-Visual Aids Branch, Department of Education, Edmonton.
4. Abbreviations and symbols and their meanings.
  - (a) "jh" indicates junior high school, "sh" indicates senior high school. Where both "jh" and "sh" appear opposite a title, the film or filmstrip is suitable for both levels. The level at which the film is most useful is indicated by placing the abbreviation in italics.
  - (b) The letter and number immediately preceding each title is the catalog number appearing in the catalogs of the Audio-Visual Branch.
  - (c) An "x" placed before a title indicates that the film or filmstrip is also useful in the study of vocations.

#### HEALTH AND SAFETY

##### Cleanliness and Grooming

#### A. FILMS

<i>jh</i>	<i>sh</i>	T-546	Body Care and Grooming
<i>jh</i>	<i>sh</i>	T-759	Care of Hair and Nails
<i>jh</i>	<i>sh</i>	T-670	Care of the Skin

#### B. FILMSTRIPS

<i>jh</i>		Pk-1217	Brush Up on Your Teeth
			Grooming for Girls Series:
		P-1742	You and Your Grooming
		P-1743	Your Clothing
		P-1744	Your Face
<i>jh</i>	<i>sh</i>	Pk-1729	Teen-age Teeth
<i>jh</i>	<i>sh</i>	P-1064	Teeth, The
<i>jh</i>		Pk-184	The Use of a Toothbrush
<i>jh</i>	<i>sh</i>	P-82	Your Teeth and your Health



## Common Diseases

### A. FILMS

<i>jh</i>	sh	T-168	Good-bye, Mr. Germ (Tuberculosis)
<i>jh</i>		Tk-841	How to Catch a Cold
<i>jh</i>	sh	T-535	Immunization
	sh	T-48	Let's Open Our Eyes (Syphilis)
<i>jh</i>	sh	T-469	Pneumonia
<i>jh</i>	sh	T-246	Story of Dr. Jenner, The
<i>jh</i>	sh	T-164	They Do Come Back (Tuberculosis)
<i>jh</i>	sh	T-245	They Live Again (Insulin-Banting)
<i>jh</i>	sh	T-80	Tuberculosis

### B. FILMSTRIPS

<i>jh</i>	sh	P-914	Pesky, the Cold Bug
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## First Aid

### A. FILMS

<i>jh</i>	sh	T-437	First Aid (Wounds and Fractures)
<i>jh</i>	sh	Q-107	First Aid (Care of Minor Wounds, Control of Bleeding)

### B. FILMSTRIPS

<i>jh</i>	sh		Film Aid to First Aid Series:
		P-101	Bandaging
		P-114	Artificial Respiration and Its Uses
		P-115	Control of Bleeding
		P-116	Fractures
		P-117	Transportation of the Injured
		P-118	Wounds
		P-1620	Elementary Nursing, Part 1
		P-1621	Elementary Nursing, Part 2

## Nutrition

### A. FILMS

<i>jh</i>		Q-220	Food Makes a Difference
<i>jh</i>	sh	T-812	Food That Builds Good Health
<i>jh</i>	sh	T-145	Foods and Nutrition
<i>jh</i>	sh	T-151	Fundamentals of Diet
<i>jh</i>	sh	Q-252	Luther Burbank
<i>jh</i>	sh	Tk-243	Proof of the Pudding (Value of Foods)
<i>jh</i>	sh	T-229	Six Slices a Day (Cereals)
<i>jh</i>	sh	Q-72	Vitamin B <sup>1</sup>
<i>jh</i>	sh	T-720N	Vitamin D
<i>jh</i>	sh	T-341N	Vitamins A, B, C, and D.
<i>jh</i>	sh	T-54	Vitamin Wise

### B. FILMSTRIPS

<i>jh</i>			Foods and Nutrition Series:
		P-123	Eat Well! Live Well!
		P-124	Essentials of the Diet, The
		P-125	Nutrients in Foods, The
		P-126	How Food is Digested
		P-127	Consumer Problems in Nutrition
<i>jh</i>	sh	P-1727	Fundamentals of Diet
<i>jh</i>	sh	P-1137	Internal Triangle

jh	sh		Nutrition Series:
		P-822	Food and Health
		P-823	Carbohydrates and the Calories
		P-824	Fats and Proteins
		P-825	Vitamins and Mineral Salts
jh			Why We Eat Series:
		Pk-1730	Foods for Health
		Pk-1731	Milk
		Pk-1732	Fruit
		Pk-1733	Vegetables
		Pk-1734	Cereals
		Pk-1735	Meats

#### Safety

##### A. FILMS

jh		Q-85	Bicycling With Complete Safety
jh	sh	T-813	Case of Tommy Tucker (Safe Driving and Walking)
jh		Q-106	Fire Prevention
jh	sh	T-393	On Two Wheels (Bicycle Safety)
jh	sh	T-456	Playground Safety
jh	sh	T-77	Safety in the Home
jh		T-393	Safety Patrol (Street Safety)
jh		T-625	Safety to and From School
jh	sh	T-814	You Can Beat the A Bomb
jh	sh	T-770M	Your Permit to Drive

##### B. FILMSTRIPS

jh		P-1451	Are You Safe At Home
jh		P-102	Home Safety
		P-103	In Case of Fire
jh		P-1450	Pedaling Pointers
jh		P-105	Safety in the Home
jh	sh	P-881	Safety in the Laboratory
jh	sh	P-1469G	Safety in Transportation
jh		P-106	Safety on Two Wheels
jh		P-107	Tom Joins the Safety Patrol
jh		P-1485	Traffic Safety

#### Physiology and Care of the Body

##### A. FILMS

A list of 41 films on physiology and care of the body will be found on page 4 of the 1951 classified list, prepared by the Audio-Visual Aids Branch, Department of Education.

##### B. FILMSTRIPS

jh	sh	P-80	A Tower of Strength
jh	sh	P-1162	Elementary Physiology
jh			Good Health Series:
		P-913	Your Posture, Good or Bad
		P-914	Pesky, the Cold Bug
		P-915	Insect Pests and Diseases
		P-916	You and Your Clothes
jh	sh		Health Adventure Series:
		P-1605	Your Nose and Throat
		P-1606	Your Skin and Its Care

		P-1607	Your Bones and Muscles
		P-1608	Your Heart and Lungs
		P-1609	Sleep and Rest
<i>jh</i>	sh	P-263	How We Breathe
<i>jh</i>	sh	P-264	How We Hear
<i>jh</i>	sh	P-265	How We See
<i>jh</i>	sh		Human Biology Series :
		P-1238	The Circulatory System
		P-1239	The Digestive System
		P-1240	The Glandular System
		P-1241	The Nervous System
		P-1242	The Respiratory System
<i>jh</i>	<i>sh</i>		Human Body Series :
		P-1418	Control of Body Temperature
		P-1419	Ears and Hearing
		P-1420	Endocrine Glands
		P-1421	Heredity
		P-1422	Mechanisms of Breathing
		P-1423	Nervous System
		P-1424	Posture and Exercise
		P-1425	Work of the Kidneys
<i>jh</i>	sh		Human Body Series :
		P-1060	Heart and Circulation
		P-1061	Digestion of Foods
		P-1062	Foods and Nutrition
		P-1063	Eyes and Their Care
		P-1064	The Teeth
		P-1065	Care of the Feet
		P-1066	Reproduction Among Mammals
		P-1067	Body Defences Against Disease
<i>jh</i>	sh	P-1649	Our Bones
<i>jh</i>	sh	P-850	Posture (Corrective Exercises)
<i>jh</i>	<i>sh</i>	P-82	Your Teeth and Your Health

#### Growing Into Maturity

#### A. FILMS

sh	T-678	Cell, The—Structural Unit of Life
sh	T-428	Heredity
sh	T-215	Reactions of Plants and Animals
sh	T-314	Reproduction Among Mammals

#### B. FILMSTRIPS

sh	P-1209	Animal Kingdom, The
sh	P-1216	Gift of Life, The (Reproduction)
sh	P-1421	Heredity
sh	P-1210	Mammals
sh	P-1208	Plant Kingdom, The

#### Sanitation and Water Supply

#### FILMS

<i>jh</i>	sh	T-71	City Water Supply
<i>jh</i>	sh	T-193	Defending the City's Health
<i>jh</i>	sh	T-47	Every Drop a Safe One (Treatment and Purification of Water)
<i>jh</i>	sh	T-101	House Fly, The
		Q-114	

<i>jh</i>	<i>sh</i>	T-535	Immunization
<i>jh</i>	<i>sh</i>	T-544M, Q-241	Man Against Microbes (Pasteur, Leeuwenhoek, etc.)
<i>jh</i>	<i>sh</i>	Q-165	Preventing the Spread of Disease
<i>jh</i>	<i>sh</i>	Q-213	Sewage Disposal
<i>jh</i>	<i>sh</i>	T-605	Sewage Disposal (City Sewage System)
<i>jh</i>	<i>sh</i>	Tk-32	Water—Friend or Enemy

#### Other Health Films

<i>jh</i>	<i>sh</i>	T-669	Attitudes and Health
<i>jh</i>	<i>sh</i>	T-142	Home Nursing
<i>jh</i>	<i>sh</i>	Q-164	If It's Health You're Seeking (Elements of Healthful Living)

#### PERSONAL DEVELOPMENT

##### A. FILMS

	<i>jh</i>	<i>sh</i>	T-713	Act Your Age
x	<i>jh</i>	<i>sh</i>	T-527	Aptitudes and Occupations
	<i>jh</i>	<i>sh</i>	T-618	Are You Popular?
	<i>jh</i>	<i>sh</i>	T-855	Cheating
	<i>jh</i>	<i>sh</i>	T-856	Conducting a Meeting
	<i>jh</i>	<i>sh</i>	T-738	Control Your Emotions
	<i>jh</i>	<i>sh</i>	T-626	Courtesy Comes to Town
	<i>jh</i>	<i>sh</i>	T-739	Developing Friendships
	<i>jh</i>	<i>sh</i>	T-630	Developing Leadership
	<i>jh</i>	<i>sh</i>	T-777	Developing Your Character
	<i>jh</i>	<i>sh</i>	T-654	Discussions in Democracy
	<i>jh</i>	<i>sh</i>	T-821	Do Better on Your Examinations
x	<i>jh</i>	<i>sh</i>	T-265	Finding Your Life Work
	<i>jh</i>	<i>sh</i>	T-822	Good Table Manners
	<i>jh</i>	<i>sh</i>	T-854	High School: Your Challenge
	<i>jh</i>	<i>sh</i>	T-823	How Effective Is Your Reading?
		<i>sh</i>	T-774	How to Think
	<i>jh</i>	<i>sh</i>	T-824	Importance of Making Notes
	<i>jh</i>	<i>sh</i>	T-682	Obligations
	<i>jh</i>	<i>sh</i>	T-849	Outsider, The
	<i>jh</i>	<i>sh</i>	T-826	Right or Wrong
	<i>jh</i>	<i>sh</i>	T-828	Self-Conscious Guy
	<i>jh</i>	<i>sh</i>	T-479	Shy Guy
	<i>jh</i>	<i>sh</i>	T-843	Understand Your Emotions
	<i>jh</i>	<i>sh</i>	T-627	You and Your Family
	<i>jh</i>	<i>sh</i>	T-537	You and Your Friends
	<i>jh</i>	<i>sh</i>	T-775	You and Your Parents
	<i>jh</i>	<i>sh</i>	T-620	Your Family

##### B. FILMSTRIPS

	<i>jh</i>	<i>sh</i>	P-1318	Boy Meets Girl
			P-1319	Boy Dates Girl
			P-1320	Boy Marries Girl
	<i>jh</i>	<i>sh</i>		Business Etiquette Series:
			P-1746	Why Etiquette in Business
			P-1747	Finding the Right Job For You
			P-1748	Selling Yourself to an Employer
			P-1749	Your New Job
			P-1750	The New Employee and Fellow Workers
			P-1751	You Want to Look Right
	<i>jh</i>		P-1453	How to Deliver a Speech



jh	sh		Manners Made Easy, Series 1:
		P-1150	Home Ground
		P-1151	School Spirit
		P-1152	As Others See You
		P-1153	Table Talk
		P-1154	Stepping Out
jh	sh		Manners Made Easy, Series 2:
		P-1564	Table Setting
		P-1565	Perfect Party
		P-1566	Public Appearance
		P-1567	Away from Home
		P-1568	Developing Social Maturity
jh		P-1617	Saving With a Purpose
jh		P-1159	Table Manners
jh	sh	P-1345	You and Your Mental Abilities

## VOCATIONS

### A. FILMS

	jh	sh	Tk-840	A Man's Life (R.C.N.)
	jh	sh	T-402	Accounting and Bookkeeping
	jh	sh	T-421	Air Transportation
x	jh	sh	T-527	Aptitudes and Occupations
	jh	sh	T-396	Automotive Service
	jh	sh	T-404	Baking Industry, The
	jh	sh	T-329	Behind the Headlines (Newspaper Industry)
	jh	sh	T-645	Bookkeeping and Accounting
		sh	T-458	Bookkeeping and You
	jh	sh	T-541N	Brick and Stone Mason
		sh	T-68	Chemistry and a Changing World
x	jh	sh	T-665	Choosing Your Occupation
	jh	sh	T-400	Dairy Industry, The
	jh	sh	T-539N	Draftsman, The
	jh	sh	T-353N	Early Start (Farming)
	jh	sh	T-419	Electrician, The
	jh	sh	T-399	Engineering
	jh	sh	T-664	Finding the Right Job
	jh	sh	T-265	Finding Your Life Work
		sh	T-803	Footsteps to the Future (Home Economists)
	jh	sh	T-406	Forestry and Forest Industries
	jh	sh	T-684	How to Keep a Job
	jh	sh	T-405	Journalism
	jh	sh	T-420	Machine and Tool Maker
	jh	sh	T-256	Maintain the Right (R.C.M.P.)
	jh	sh	T-417	Nursing
	jh	sh	T-401	Painting and Decorating
	jh	sh	T-418	Poultry Raising
	jh	sh	T-397	Radio and Television
	jh	sh	T-403	Restaurant Operator, The
	jh	sh	T-752	This Way to Nursing
	jh	sh	T-542	Welding Operator, The
	jh	sh	T-398	Woodworker, The

### B. FILMSTRIPS

jh	sh	P-682	Apprenticeship in Industry
jh	sh		Business Etiquette Series:
		P-1746	Why Etiquette in Business

		P-1747	Finding the Right Job For You
		P-1748	Selling Yourself to an Employer
		P-1749	Your New Job
		P-1750	The New Employee and Fellow Workers
		P-1751	You Want to Look Right
jh	sh	P-1448	Canadian Careers in Textiles
jh	sh	P-1146	Careers in Canadian Banking
jh	sh	P-1449	Careers in Canadian Life Insurance Underwriting
jh	sh	P-1616	Careers in Canadian Stenography
jh	sh	P-686	Clerical Work as a Career
jh	sh	P-687	Electrical Engineering
jh	sh	P-1260	Elementary Nursing, Part 1
jh	sh	P-1621	Elementary Nursing, Part 2
jh	sh	P-690	Journalism and Newspaper Operation
jh	sh	P-692	Metal Trades as a Career
jh	sh	P-695	Optometry
jh	sh	P-696	Osteopathy
jh			Our Community Workers Series :
		P-1223	The Policeman
		P-1224	The Doctor
		P-1225	The Mailman
		P-1226	The Fireman
jh	sh	P-757	Painter and Decorator
jh	sh	P758	Pattern Making (Wood and Metal)
jh	sh	P-759	Plasterers
jh	sh	P-697	Plumbers and Steamfitters
jh	sh	P-721	Retail Merchandising as a Career
jh	sh	P-774	Sheet Metal Workers
jh	sh	P-704	Social Work as a Career
jh	sh	P-775	Structural Steel Workers
jh	sh	P706	Teaching as a Career
jh	sh	P-1763	Teaching as a Career
jh	sh	P-707	Telegraph and Telephone Operator
jh	sh	P-708	Tree Surgery
jh	sh	P-722	Veterinary Medicine as a Career
jh	sh	P776	Welding as an Occupation
jh	sh	P-710	Your Job—Are You Preparing for It?

#### FOR TEACHER USE

#### FILMS

T-k515	Counseling—Its Tools and Techniques
T-796	Family Circles
T-851	Individual Differences
T-509	Learning to Understand Children, Part 1
T-510	Learning to Understand Children, Part 2
T-470	Teacher as Observer and Guide, The
T-613	Teaching With Sound Film
T-389	Using the Classroom Film

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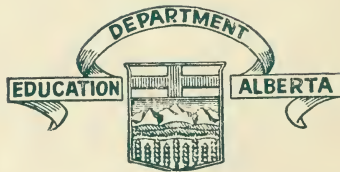

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